Vol

GENERAL REPORT

ON

Public Instruction

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR 1888-89.

ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1889.

GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1888-89.

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Comparative statement of expenditure from public funds (Provincial and Local) for the year ending 31st March, 1889.

	1889.	1888.
Direct Expenditure.	Rs.	Rs.
Colleges ...	2,72,727	2,50,731
Schools (General)	10,48,913	10,37,114
Do. (Special)	72,093	72,891
Total ...	13,93,733	13,60,736
Indirect Expenditure.		
University	...	2,091
Direction	40,198	39,324
Inspection	2,26,560	2,26,850
Scholarships	60,360	55,798
Buildings	1,54,204	1,21,836
Apparatus	8,136	9,703
Miscellaneous	57,738	64,460
Total ...	5,47,196	5,20,062
GRAND TOTAL ...	19,40,929	18,80,798

4. In the above general abstracts the expenditure on all classes of institutions, *whether connected with this department or not*, is included. In the following detailed abstracts, referring to direct expenditure only, the statistics relate to the public institutions dealt with by the officers of this department, omitting Roorkee College and the Medical School at Agra. It will be seen that the allotments from municipal revenues have risen from Rs. 81,214 to Rs. 87,970, and the contributions from fee income from Rs. 3,49,018 to Rs. 3,68,960, an increase of Rs. 19,942. The increase in the public expenditure is restricted to primary schools (boys), and is partly due to the purchase of books, &c., for teachers' use and partly to the reduction of some vernacular secondary schools to the primary status and to the raising of the average scale of salaries of the teachers in the Meerut and Rohilkhand Divisions, and in some of the districts of the Benares Division, under this office Circular No. 10 of 1887, printed in Appendix VIII of my last year's report.

Direct expenditure on public instruction in institutions connected with the department.

Class of institutions.		Number of institutions.	Number of scholars (average attendance).	Expenditure. From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total
For Boys.				Rs.	Rs.	Rs.	Rs.	Rs.
For University education	1889 ..	16	1,426	1,33,269	8,193	30,664	75,580	2,47,706
	1888...	17	1,351	1,31,467	6,395	25,946	64,686	2,28,494
„ Secondary ...	1889 ..	520	55,629	4,33,030	50,011	2,36,671	1,79,889	8,99,601
	1888...	556	59,943	4,42,216	46,449	2,28,853	1,83,552	9,01,070
„ Primary ...	1889...	4,321	147,852	5,38,506	23,155	23,195	33,450	6,18,306
	1888...	4,611	159,513	5,23,823	22,432	15,338	39,972	6,01,565
Total ...	1889 ..	4,857	204,907	11,04,805	81,359	2,90,530	2,88,919	17,65,613
	1888...	5,184	220,807	10,97,506	75,276	2,70,137	2,88,210	17,31,129
For Girls.								
For University education.	1889 ..	1	2	...	...	114	...	114
	1888...	1	1	...	...	...	...	...
„ Secondary ...	1889...	23	1,779	41,621	783	66,590	43,642	1,52,636
	1888...	22	1,691	34,129	195	64,768	91,148	1,90,240
„ Primary ...	1889 ..	333	9,375	35,756	5,828	2,481	38,747	82,812
	1888...	353	9,603	36,946	5,743	3,716	42,567	88,972
Total ...	1889 ..	357	11,156	77,377	6,611	69,185	82,389	2,35,562
	1888...	376	11,295	71,075	5,938	68,484	1,33,715	2,79,212
Total boys and girls,	1889...	5,214	216,063	11,82,182	87,970	3,59,715	3,71,308	20,01,175
	1888...	5,560	232,102	11,68,581	81,214	3,38,621	4,21,925	20,10,341
Schools for special instruction.	1889..	57	2,321	52,945	...	9,245	3,545	65,735
	1888...	56	2,404	54,069	...	10,397	2,283	66,749
GRAND TOTAL ...	1889...	5,271	218,384	12,35,127	87,970	3,68,960	3,74,853	20,66,910
	1888...	5,616	234,506	12,22,650	81,214	3,49,018	4,24,208	20,77,090

The proportions in which the several sources of income contributed to the expenditure in the years 1888 and 1889 were as follows :—

	1889.	1888.
	Rs.	Rs.
From public funds	60	59
„ municipal funds	4	4
„ fees	18	17
„ endowments, &c.	18	20
Total ...	100	100

Thus there appears a slight increase in the proportion contributed by the state and fee income, a result due to the wrong inclusion in the accounts of aided schools of building charges, &c., paid from this source as explained in para. 2 above.

5. As the distinction between the primary and secondary schools, as far as expenditure is concerned, is artificial, the comparison of the expenditure will be better shown by combining the statistics for boys' schools of both classes, as follows :—

Schools for Boys.

Year.	Number of boys' schools.	Number of scholars.	Expenditure.				
			From public revenues.	From municipal revenues.	From fees.	From endowments, &c.	Total.
			Rs.	Rs.	Rs.	Rs.	Rs.
1889	4,841	203,481	9,71,536	73,166	2,59,866	2,13,339	15,17,907
1888	5,167	219,456	9,66,039	68,881	2,44,191	2,23,524	15,02,635

The explanation of the diminution in the number of schools and scholars will be found in the sections dealing with these schools. The increase of Rs. 15,272 in the total expenditure was more than met by the increase of Rs. 15,675 in the fee receipts.

6. The percentage of the total expenditure on each class of institution for boys which was met by the state was—

	1889.	1888.
	Rs.	Rs.
In colleges	54	58
In secondary schools	48	49
In primary schools	87	87

The proportions are thus much the same for schools, but there has been a considerable decrease in the proportion of state expenditure in colleges.

I give below the usual analytical abstract showing the direct expenditure on institutions connected with this department, that is, either managed by this department or aided and inspected by this department. The decrease in the expenditure from other sources under the head "Primary aided schools" is due mainly to the exclusion* of more than 40 vernacular schools of the Rohilkhand and a school of the Meerut Division and to the raising of one vernacular school (Mission, Bánda) to secondary status. The introduction of fees in the Industrial School for Girls, Benares, accounts for the increase under head "Special aided schools."

* The grants to these schools on examination results were not paid until the close of the financial year.

Comparative statement of expenditure on instruction in institutions connected with the department.*

Class of institutions.	1888-89.			1887-88.			Percentage of state expenditure on each class of institutions		Cost of educating each pupil.			
									Total cost.		Cost to Government.	
	State.	Other sources.	Total.	State.	Other sources.	Total.	1888-89.	1887-88.	1888-89	1887-88	1888-89.	1887-88.
Government.	Rs.	Rs.	Rs	Rs.	Rs	Rs.			Rs	Rs.	Rs.	Rs.
Colleges ...	92,428	12,593	1,05,021	91,685	11,721	1,03,406	7·6	7·6	143 7	140·7	126·4	124 7
Secondary ...	2,89,538	1,50,055	4,38,593	2,97,144	1,36,173	4,33,517	23·6	24·5	11·1	10 0	7·3	6 8
Primary ...	5,28,848	41,158	5 70,006	5,17,574	36,683	5,54,557	43 2	42·7	3·9	3·6	3·7	3 3
Special ...	39,885	15	39,900	43 626	4	43,630	3·3	3·6	120·5	118·2	120·5	118 2
Aided.												
Colleges ...	40,841	79 570	1,20 411	39,782	71,236	1,11,018	3·3	3·3	193·0	201·5	65·5	72·2
Secondary ...	1,86,113	4,13 838	5 99 951	1,79,001	4,62,188	6,41,189	15·2	14·7	36 8	38·5	11 3	10·7
Primary ...	45,414	78,015	1 23 429	42,895	82,421	1 25,316	3·7	3·5	11·0	10·2	4 1	3·5
Special ...	1,650	2,588	4,26[illegible]	1,680	1,919	3,599	·1	·1	27 9	19 9	11·0	9·3
Total ...	12 23 747	7,77,832	20,01,579	12,13 887	8,02,345	20,16,23[illegible]	100	100	9 [illegible]	8·8	5·7	5·3

* Including institutions maintained and aided by municipal boards.

7. For convenience of reference I bring together in the subjoined statement all the principal statistics relating to the several classes of educational institutions for the year under report and the preceding year. The principal differences in attendance will be found explained in the several sections relating to colleges and schools.

Comparative statement for the two years ending March, 1889 *and* 1888.

Class of institutions.		Number of institutions.	Number of scholars.	Expenditure (direct only). Public revenues.	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	Total.
				INSTITUTIONS FOR MEN AND BOYS.					
Government.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	1889...	4	731	92,428	...	11,054	...	1,539	1,05,021
	1888...	4	735	91,685	.	10,002	...	1,719	1,03,406
Secondary ...	1889...	410	39,572	2,88,098	26,062	1,13,004	1,503	8,878	4,37,545
	1888...	443	43,456	2,97,344	24,220	1,02,437	2,189	7,192	4,33,382
Primary ...	1889...	4,171	141,259	5,15,161	20,898	13,849	1,072	1,066	5,52,046
	1888 ..	4,416	151,549	5,04,146	20,452	8,880	1,310	1,695	5,36,483
Special ...	1889...	52	2,164	51,217	...	8,6[illegible]	607	907	61,419
	1888...	51	2,219	52,341	...	10,397	...	364	63,102
Aided.									
Colleges ...	1889...	7	624	40,841	8,193	17,110	3,214	51,053	1,20,411
	1888 ..	7	551	39,782	6,395	13,720	5,227	45,888	1,11,018
Secondary ...	1889...	97	14,767	1,44,932	23,949	1,20,830	27,584	1,31,068	4,48,363
	1888...	97	14,989	1,44,872	22,229	1,22,632	26,791	1,34,560	4,51,084
Primary ...	1889...	116	5,380	23,345	2,257	8,533	10,352	15,189	59,676
	1888...	156	6,598	19,677	1,980	5,564	12,734	17,604	57,559
Special ...	1889...	2	85	1,200	...	...	...	1,633	2,833
	1888...	2	81	1,200	...	...	...	1,199	2,399
Total ...	1889...	4,859	204,582	11,57,222	81,359	2,93,068	44,332	2,11,838	17,87,314
	1888...	5,176	220,178	11,51,047	75,276	2,73,638	48,251	2,10,221	17,58,433
Unaided.									
Colleges ...	1889...	5	71	...	...	2,500	1,378	18,396	22,274
	1888...	6	65	...	...	2,218	1,628	10,224	14,070
Secondary ...	1889...	13	1,290	...	...	2,837	3,096	7,760	13,693
	1888...	16	1,498	...	...	3,784	4,953	7,867	16,604
Primary ...	1889...	34	1,213	...	...	813	1,999	3,772	6,584
	1888..	39	1,360	...	...	894	2,928	3,701	7,523
Indigenous ...	1889...	5,659	65,988	...	...	...	...	...	...
	1888...	6,020	68,618	...	...	...	...	...	...
Total ...	1889...	5,711	68,562	...	...	6,150	6,473	29,928	42,551
	1888...	6,081	71,547	...	...	6,890	9,509	21,792	38,197
GRAND TOTAL ...	1889...	10,570	273,144	11,57,222	81,359	2,99,218	50,805	2,41,261	18,29,865
	1888...	11,257	291,725	11,51,047	75,276	2,80,534	57,760	2,32,013	17,96,630

Comparative statement for the two years ending March, 1889 *and* 1888—(concluded).

Class of institutions.		Number of institutions.	Number of scholars.	Expenditure (direct only). Public revenues.	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	Total.
				INSTITUTIONS FOR WOMEN AND GIRLS					
Government.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary ...	1889...	1	15	440	608	...	...	...	1,048
	1888..	1	14	...	135	...	...	...	135
Primary ...	1889...	154	3,414	13,687	4,228	...	...	45	17,960
	1888...	163	3,641	13,728	4,093	...	253	...	18,074
Special ...	1889...	2	4	48	...	...	...	...	48
	1888...	2	4	48	...	...	...	...	48
Aided.									
Secondary ...	1889...	22	1,764	41,181	175	66,590	3,774	39,868	1,51,588
	1888...	21	1,677	34,129	60	64,768	8,117	83,031	1,90,105
Primary ...	1889...	168	5,830	22,069	1,600	2,476	11,635	25,073	63,753
	1888...	173	5,660	23,218	1,650	3,675	11,259	27,955	67,757
Special ...	1889...	1	68	480	...	557	98	300	1,435
	1888...	1	100	480	...	...	720	...	1,200
Total ...	1889...	348	11,095	77,905	6,611	69,623	15,507	66,186	2,35,832
	1888...	361	11,096	71,603	5,938	68,443	20,349	1,10,986	2,77,319
Unaided.									
Colleges ...	1889...	1	2	...	...	114	...	...	114
	1888...	1	1	...	...	...	...	...	...
Primary ...	1889...	11	131	...	...	5	...	1,094	1,099
	1888...	17	302	...	...	41	1,332	1,768	3,141
Indigenous ...	1889...	102	1,504	...	...	...	...	...	...
	1888...	124	1,630	...	...	...	...	...	...
Total ...	1889 ..	114	1,637	...	...	119	...	1,094	1,213
	1888...	142	1,933	...	...	41	1,332	1,768	3,141
GRAND TOTAL ...	1889...	462	12,732	77,905	6,611	69,742	15,507	67,280	2,37,045
	1888...	503	13,029	71,603	5,938	68,484	21,681	1,12,754	2,80,460
Grand Total of institutions of all classes.	1889...	11,032	285,876	12,35,127	87,970	3,68,960	66,312	3,08,541	20,66,910
	1888...	11,760	304,754	12,22,650	81,214	3,49,018	79,441	3,44,767	20,77,090

The decrease in the expenditure from other sources than public funds on state special schools is restricted to the patwári schools of Oudh under the Department of Land Revenue and Commerce. The amount of subscription for the maintenance of the Bareilly College classes has fallen from Rs. 5,227 to Rs. 3,214, the deficiency being met by an additional grant of Rs. 1,798 from municipal funds and the increase of about Rs. 400 in the fee receipts. The increase of public expenditure on aided primary schools for boys arises mainly from the enhanced grants to European schools and the reduction of Chandausi and Nagina schools to the primary status.

The decrease in the fee receipts in unaided secondary schools for boys was occasioned by the abolition of the Arya Samaj School, Meerut, and transfers to the aided list. The transfer of the aided school at Ballia to the public management as a zila school and a decrease of about Rs. 5,000 in the fee receipts in schools for Europeans account for the falling off in the fee income of aided secondary schools. The abolition of some unaided primary schools for boys has diminished the expenditure from subscription from Rs. 2,928 to Rs. 1,999. The cause of increase in the state expenditure on girls' schools (secondary) is the increased grants to European schools of this class and the inclusion of the Mission Girls' School, Allahabad, in the list of aided schools.

8. The year has been notable for the severing of the schools and colleges of the province from their connection with the University of Calcutta and their affiliation to that of Allahabad, the establishment of which was reported in para. 13 of my last annual report. The first examinations of the new University were held in March, substantially on the lines of the Calcutta University. In *University* education

I have to report substantial progress, both in the number of students attending the colleges and in the quality of the instruction. The number of scholars in the public schools learning *English* has remained stationary (29,554 against 29,408), and no further increase can be expected until the schoolroom is extended. Indeed, a very large number of the schools are overcrowded. Considerable progress has, however, been made in the quality of the instruction as tested by the public examinations. The returns for the *public vernacular schools*, both secondary and primary, show a considerable falling off in attendance, due, as explained at length in the sections dealing with these schools, to the enhanced fees introduced during the year, to a checking of the overcrowding found in many schools, and to sickness, but in a great measure also to the more complete elimination of false returns of attendance sent on by village schoolmasters under the old system. The area of actual instruction has probably not diminished to any great extent, and, as far as any diminution is due to the introduction of fees, this will be speedily recovered. The number of scholars from the vernacular schools who qualified during the year at the *final public examination* of these schools known as the Public Vernacular Middle Examination has increased considerably, and there has been, no doubt, a steady improvement in the standard of tuition in the secondary departments, though not to the extent shown by the increase in the number of candidates who were successful. The returns show a diminution in the number of scholars *passed by the upper and lower primary standards*, but this is due to the *strict* enforcement for the first time in the North-Western Provinces of the uniform *standards* of instruction, which, as reported in para. 74 of my last annual report, were introduced last year. This check is, however, temporary only. In Oudh, where, as reported last year in the paragraph quoted, these standards were introduced some years earlier, the number of scholars passed in the *upper* primary standard was 1,819 against 1,766 in the previous year, and in the lower primary standard 2,668 against 2,619, the proportion of passes to examinees being 70 per cent. in the upper primary examination and 74 per cent. in the lower. It will take the districts in the North-Western Provinces some years to attain this standard—a standard which can only be reached when the scholars of the lower classes, now being well grounded, rise to the top. I have no doubt that throughout the province generally the tuition in the village schools has been more genuine than it has ever been before, and that the foundations for good elementary schools have been laid. The returns of *expenditure* show progress to have been made in the transference of educational charges from public funds to fees and local resources, a point which is kept steadily in view in connection with all applications for increased expenditure.

In other matters advances have been made in the introduction of physical exercises in the zila schools and in the vernacular schools under the District Boards; in the introduction of fees in the vernacular schools under the District Boards; and in the organization of the normal schools for training teachers. The scheme for placing a native Assistant Inspector in immediate charge of the vernacular schools under a Circle Inspector has been completed, and, as far as the short experience we have had of the system indicates, much improvement in the inspection work may be expected.

SECTION II.—CONTROLLING AGENCIES.

9. In October, on return from leave, Mr. Wright, Professor of English Literature, Muir Central College, was appointed Principal of Queen's College, Benares, *vice* Dr. Thibaut, who took up the Professorship at Muir College. The principalship of the Sanskrit College was separated from that of the English College, Benares, and Mr. Venis was appointed Principal of the former college in addition to his own duties as Professor of English Literature, Queen's College, Benares. Dr. Thibaut was appointed, in addition to his own duties, to the office of Superintendent of Sanskrit Studies in these provinces. Mr. Dodd, on being relieved by Mr. Wright, reverted to his substantive appointment of Inspector of Schools, Third Circle, comprising the Allahabad and Benares Divisions. Mr. Hill, Professor of Physical Science, Muir Central College, went on nine months' furlough and was succeeded by Mr. Holt, C. S. Mr. Deighton, Inspector of Schools, Rohilkhand, went on furlough, and the Rohilkhand Division, as well as that of Kumaun, was placed under the control of Mr. Nesfield, who was then styled Inspector of Schools, Second Circle, comprising the Oudh, Rohilkhand and Kumaun Divisions, with four Assistant Inspectors under him, *i.e.*, two for Oudh, one for Rohilkhand and one for Kumaun. The scheme for the reorganization of the inspection, submitted to Government in 1886, was thus nearly completed. Babu Sita Ram, Assistant Inspector of Schools, Allahabad, was succeeded by Munshi Balkrishan Lal, Deputy Inspector of Schools, Gorakhpur.

10. Under the scheme for the inspection of schools by the officers of this department, above referred to, the vernacular schools and some of the inferior Anglo-vernacular schools have been placed under the inspection of native Inspectors, over whom the three Circle Inspectors exercise a general control. The inspection of the Anglo-vernacular

schools, the management of the zila schools and the general administration has been placed in charge of the Circle Inspectors. The following shows the distribution of the divisions of the province among the Circle Inspectors and Assistant Inspectors as it existed in June, the last month of the year under report. Some changes in the distribution of the *districts* among the several divisions are under consideration.

First Circle.—Mr. Constable, Inspector—

Meerut	Division,	Pandit Gaindan Lal,	Assistant Inspector.
Agra	ditto,	Pandit Din Dayal Tiwari,	ditto.
Jhánsi	ditto,	Munshi Sohan Lal,	ditto.

Second Circle.—Mr. Nesfield, Inspector—

Fyzabad and Rae Bareli Divisions, Munshi Ambika Prasad, Assistant Inspector.
Sitapur and Lucknow Divisions, Munshi Janki Prasad, Assistant Inspector.
Rohilkhand Division, Munshi Piaray Lal, Assistant Inspector.
Kumaun ditto, Pandit Buddhi Ballabh Pant, Assistant Inspector.

Third Circle.—Mr. Dodd, Inspector—

Allahabad	Division,	Munshi Balkrishan Lal,	Assistant Inspector.
Benares	ditto,	Pandit Lakshmi Sankar Misra,	ditto.

Pending final sanction to the redistribution of offices from the Government of India, Pandit Lakshmi Sankar Misra holds nominally the post of Officiating Inspector of the Benares Division.

11. The result of this system has thus far, I think, been satisfactory. We have been able to increase our inspecting staff, and by employing a cheaper native agency have added nothing to the expenditure. The vernacular schools are now *throughout* the province, for the first time, I believe, since they were established, subjected to a thorough scrutiny by special officers acting on a definite system, and subject to the supervision of experienced Inspectors. We have now means of knowing what is being done in the elementary schools, which have been stripped of their false returns and nominal attendance, and compelled to show what kernel, if any, of reality they possess. The result has been undoubtedly to show that a very large portion of the teaching which these schools professed to give existed on paper only, a fact very generally known already, but not before proved by a definite test.

12. Regarding the control of the District Boards over the vernacular schools, secondary and primary, there is in substance nothing further to be reported beyond that recorded in para. 12 of my last year's report and in preceding reports. Mr. Finlay, Collector of Agra, considers the Local Boards in his district are doing good work in connection with the schools; but there is little or no encouragement for the system in the reports received from other districts or in what I have myself seen.

SECTION III.—UNIVERSITY EDUCATION.

The University of Allahabad.

13. The examinations for degrees and matriculation were held for the first time by the University of Allahabad, to the establishment of which I referred in para. 13 of my last annual report. The students for the M. A. degree were examined by the University of Calcutta in November, 1888, as usual; but the students of all public institutions in the province, except those from Agra College, were with few exceptions examined for the B. A. and intermediate standards by the new university. The results for the candidates for degrees at the local university were more favourable than for those who joined the Calcutta examination, 69 per cent. of the candidates graduating in the former against 48 per cent. in the latter. In the First Arts or Intermediate Examination, however, the proportion of passes was nearly identical at both examinations, *viz.*, 49 and 48 per cent. respectively. Agra College and all other colleges in these provinces are now affiliated to the local university, and their long subordination to the University at Calcutta has come to an end. The new university has begun its career as an examining body by dealing with 1,823 candidates, and there is little doubt the numbers will speedily increase.

English Arts Colleges.

14. The following abstract shows the average attendance monthly in the English Arts Departments of the institutions affiliated to the new University of Allahabad or to that of Calcutta.

English Arts Colleges.

Serial number.	Name of college.	Average number enrolled monthly during the year ending 31st March. 1889.	1888.
	Colleges.		
1	Muir College, Principal, Mr. A. E. Gough (State)	177	171
2	Agra College, Principal, Mr. A. Thomson (Aided)	137	97
3	Canning College, Principal, Mr M. J. White (Aided) ...	120	128
4	Queen's College, Principal, Mr. W. H. Wright (State) ...	92	95
5	M. A.-O. College, Aligarh, Principal, Mr. T. Beck (Aided) ...	60	47
6	Bareilly College, Principal, Mr. B. D. Gordon, Offg. (Aided) ...	56	45
	Total ...	642	583
	College Departments of High Schools.		
7	Fyzabad Zila (State)	24	18
8	London Mission, Benares (Unaided)	20	16
9	St. John's, Agra (Unaided)	20	14
10	Ramsay, Almora (Unaided)	8	7
11	St. George's, Mussooree (Unaided)	2	3
12	Girls' High, Allahabad (Unaided)	2	1
13	St. Peter's, Agra (Unaided)	...	8
	Total ...	76	67
	GRAND TOTAL ...	718	650

Thus the total average attendance has increased by 68, equivalent to an increase of 10 per cent. This increase is chiefly confined to Agra, Aligarh and Bareilly Colleges, the greatest increase, equal to an increase of 59 per cent. of the total, having occurred in the first named. The increase in the F. A. classes attached to Fyzabad Zila School is also worthy of note. Unless additional funds are forthcoming to aid in the maintenance of an increased school staff, these classes will be closed this year.

The following shows the rapid progress in average attendance made by the Agra College under Mr. Thomson during the last four years :—

	1889.	1888.	1887.	1886.	1885.
Average attendance	137	97	82	65	45
Percentage of increase	41	18	26	44	...

15. The extent to which self-supporting students attend our colleges will be seen from the following figures, which refer to the numbers on the rolls on 31st March :—

	Self-supporting students. 1889.	1888.
Muir	103	102
Agra	97	68
Canning	89	97
Queen's	53	49
M. A.-O., Aligarh	34	22
Bareilly	20	7
St. John's, Agra	21	...
London Mission, Benares	18	12
Fyzabad	16	10
Ramsay, Almora	3	2
St. George's, Mussooree	1	...
Girls,' Allahabad	1	...
St. Peter's, Agra	...	9
Total ...	456	378

Thus the increase in the numbers attending the colleges has occurred among the self-supporting students, the best sign of the progress of university education in these provinces. The number of students supported by scholarships fell from 256 to 243, a decrease of 13 students.

Expenditure on English Arts Colleges.

16. The following is a comparison of the direct expenditure on the six colleges, Government and aided, during the last two years :—

Comparative statement of expenditure on English Arts Colleges.

	1889.	1888.
	Rs.	Rs.
From public funds	1,12,199	1,09,784
„ municipal funds	8,193	6,895
„ fees	21,231	17,947
„ other sources	50,636	48,194
Total ...	1,92,259	1,82,320

For the explanation of a slight increase in the expenditure from public funds reference may be made to para. 16 of my last year's report. It is worthy of note that there has been an increase of nearly Rs. 3,300 in the fee income. The total contributions from other sources than public funds has risen from Rs. 72,536 to Rs. 80,060, and the proportion to total expenditure from 40 per cent. to 42 per cent. Owing to the large increase in the average attendance, from 583 to 642, the average cost per student has fallen from Rs. 313 to Rs. 299, in spite of the increase in expenditure. In the following statement I compare the average cost per student in each of the five principal colleges :—

Comparative statement of average annual cost per student in average attendance in the five colleges.

Colleges.	1889.	1888.
	Rs.	Rs.
Agra	216	287
Canning	300	284
Muir	312	352
Queen's	359	270
Aligarh, M. A.-O.	400	396

The Agra College has become the cheapest college in the province, the average monthly expenditure per student being reduced to Rs. 18.

The amount of expenditure from public funds on each of the five colleges and the average annual cost of a student to the state in each is shown in the following statement. The increased charge in Queen's College, Benares, is due to the higher graded salary drawn by the Principal during the year under report.

Comparative statement of expenditure from public funds (Arts Colleges).

	Amount.		Incidence per student on average enrolled.	
	1889.	1888.	1889.	1888.
Government Colleges.	Rs.	Rs.	Rs.	Rs.
Muir	48,575	54,261	274	317
Queen's	28,143	20,662	306	217
Total ...	76,718	74,923	285	282
Aided Colleges.				
Canning	15,454	16,088	129	126
Agra	7,000	7,000	51	72
Aligarh	7,100	6,000	118	128
Total ...	29,554	29,088	93	107
GRAND TOTAL ...	1,06,272	1,04,011	181	193

THE UNIVERSITY EXAMINATIONS.

17. Sixteen candidates for the Master of Arts examination held by the *Calcutta* University in November, 1888, went up from the colleges of these provinces, of whom

eight passed. The following gives the number of candidates from each institution and the number passed in each subject :—

The results of the M. A. Examination of November, 1888.

Institution.	Subjects of examination.								
	English.			History.			Heat, Electricity and Magnetism.		
	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
Muir College	9	4	44	...	...	...	1	1	100
Agra "	5	3	60	1	...	...	...	...	...
Total ...	14	7	50	1	...	...	1	1	100
General percentage of success of the university candidates.	43			...			83		

Thus the percentage of success in English and Science was much higher than the general percentage of the university. Radha Ravan, a student of the Agra College, and Viddiya Charan Singh of Muir College, stood second and third, respectively, in order of merit in the university list in English Literature, and were two of the three candidates placed in the first class. Of the remaining 6, two passed in second and four in third class.

B. A. Examination.

18. The number of candidates sent up and the number passed from each college in the B. A. Examinations of the Universities of Calcutta and Allahabad are shown in the following abstract :—

Serial number.	College.	B. A. Examination.											
		1889.									1888.		
		University of Calcutta.			University of Allahabad.			Total.			University of Calcutta.		
		Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.
1	Muir	1	...	...	30	21	70	31	21	68	26	10	38
2	Agra	26	13	50	...	...	...	26	13	50	13	9	69
3	Queen's	...	...	...	8	8	100	8	8	100	6	3	50
4	Canning	2	1	50	13	7	54	15	8	53	23	11	48
5	Bareilly	4	2	50	6	4	67	10	6	60	7	5	71
6	M. A.-O., Aligarh	...	...	...	8	5	63	8	5	63	4	2	50
	Total ...	33	16	48	65	45	69	98	61	62	79	40	51

Thus the percentage of success at the examination of the Calcutta University fell from 51 to 48—a proportion, however, much higher than that of the university generally, namely 35.

The following gives the number of students who graduated in each of the last seven years from the colleges of these provinces :—

	Graduations from North-Western Provinces and Oudh Colleges.
1883	28
1884	33
1885	37
1886	50
1887	66
1888	40
1889	61

Thus the number of graduations, after a falling off in the preceding year, is again approaching its former position.

In the following abstract I show the subjects of failures at the B. A. examinations of the Universities of Calcutta and Allahabad :—

Subjects of failures at the B. A. Examinations.

College.	University of Calcutta.									University of Allahabad.								Total.								
		Number of failures in each subject.									Number of failures in each subject.								Number of failures in each subject.							
	Number of candidates.	English.	Mental and Moral Science.	Mathematics.	Second Language.	History.	Physical Science.	Aggregate.	Absent.	Number of candidates.	English.	Mental and Moral Science.	Mathematics.	Second Language.	Physical Science.	Aggregate.	Absent.	Number of candidates.	English.	Mental and Moral Science.	Mathematics.	Second Language.	History.	Physical Science.	Aggregate.	Absent.
Muir ...	1	1	1	...	...	...	..	...	...	30	5	2	2	3	1	6	1	31	6	3	2	3	...	1	6	1
Agra ...	26	6	8	.	1	2	1	1	3	...	...	..	.	...	..	.	.	26	6	8	.	1	2	1	1	3
Canning ...	2	1	1	..	.	..	...		...	13	...	4	...	...	.	4	1	15	1	5	.	...	..	..	4	1
M. A.-O. Aligarh ...	...	..	...	.	...	...	..	.	...	8	2	1	...	..	.	3		8	2	1	.	.	..	..	3	...
Bareilly ...	4	2	...	1	..	.	2	.	...	6	1	...	1	..	.	1	..	10	3	.	2	...	..	2	1	...
Total ...	33	10	10	1	1	2	3	1	3	57	8	7	3	3	1	14	2	90	18	17	4	4	2	4	15	5

It will be seen from the above that the failures occurred chiefly in English and Mental and Moral Science.

The divisions in which the candidates passed and the subjects are shown in the following abstract :—

Details of the degrees taken at the B. A. Examinations, 1889.

Name of College.	University of Calcutta.							University of Allahabad.				
		With honors.			Subjects in which passed with honors.			Number passed.				With honors.
	Number passed.	First division.	Second division.	Total.	English.	Sanskrit.	Mental and Moral Science.	First division.	Second division.	Third division.	Total.	Subjects in which passed with honors. Physical Science.
Muir ...	...	...	...	...	...	...	...	1	16	4	21	1
Agra ...	13	...	4	4	2	1	1	...	...	...	...	...
Queen's ...	...	...	...	...	...	...	...	...	3	5	8	...
Canning ...	1	...	...	...	...	...	...	1	2	4	7	...
Bareilly ...	2	...	...	...	...	...	...	...	4	...	4	...
M.A.-O., Aligarh.	...	...	...	...	...	...	...	...	2	3	5	...

Thus, owing to the very high standard, only one candidate succeeded in passing with honors in the examination of the University of Allahabad.

The next abstract gives the details of the results in each of the two branches of the B. A. examinations :—

A Course.

Colleges.	University of Calcutta.			University of Allahabad.						Total.		
	Candidates.	Passes, including honors.	Honors.	Candidates.	Passes, including honors. 1st division.	2nd division.	3rd division.	Total.	Honors.	Candidates.	Passes, including honors.	Honors.
Muir ...	1	...	...	26	1	15	4	20	...	27	20	...
Agra ..	25	13	*3	...	...	...	...	...	...	25	13	3
Queen's ...	...	...	...	5	...	2	3	5	...	5	5	...
Canning ...	2	1	...	11	...	1	4	5	...	13	6	...
Bareilly ...	...	...	...	3	...	2	...	2	...	3	2	...
M.A.-O., Aligarh,	...	...	...	8	...	2	3	5	...	8	5	...
Total ...	28	14	3	53	1	22	14	37	...	81	51	3

* Of these one passed in two subjects.

B Course.

Muir ...	...	...	...	4	...	1	...	1	1	4	1	1
Agra ...	1	...	...	...	...	...	...	...	...	1	...	...
Queen's ...	...	...	...	3	...	1	2	3	...	3	3	...
Canning ...	...	...	...	2	1	1	...	2	...	2	2	...
Bareilly ...	4	2	...	3	...	2	...	2	...	7	4	...
Total ...	5	2	...	12	1	5	2	8	1	17	10	1

In the A course the percentage of passes at Calcutta University examination was much higher than the average percentage for the university, *i.e.*, 50 against 34; on the other hand, the percentage in the B course was slightly lower, 40 against 43 for the university. The percentages at the examination of the University of Allahabad were 70 and 67 in A and B courses, respectively. The success of Queen's College in both courses reflects no small credit to the Professors in charge of the subjects. The disappointing result of Muir College in the B course may be ascribed to the changes in the staff during the year.

The F. A. and Intermediate Examinations.

19. In the following abstract I give the results of the First Arts Examination of the University of Calcutta and those of the equivalent Intermediate Examination of the University of Allahabad separately and combined :—

College or department of school.	1889.									1888.		
	First Arts.			Intermediate.			Total.			First Arts.		
	Number of candidates.	Number of passes.	Percentage.	Number of candidates.	Number of passes.	Percentage.	Number of candidates.	Number of passes.	Percentage.	Number of candidates.	Number of passes.	Percentage.
Muir	...	...	...	84	36	43	84	36	43	36	8	22
Canning	...	...	...	55	29	53	55	29	53	27	8	30
Queen's, Benares	...	...	...	40	26	65	40	26	65	33	13	39
Agra	37	18	49	3	2	67	40	20	50	27	17	63
M. A.-O., Aligarh	...	...	...	31	13	42	31	13	42	10	4	40
Bareilly	...	...	...	22	8	36	22	8	36	12	5	42
Total ...	37	18	49	235	114	49	272	132	49	145	55	38
Fyzabad Zila	...	...	...	19	9	47	19	9	47	6	...	...
St. John's, Agra	2	1	50	10	5	50	12	6	50	6	4	67
London Mission, Benares ...	1	...	...	16	5	31	17	5	29	8	1	13
Ramsay, Almora	...	...	...	4	3	75	4	3	75	4	1	25
Lalbagh Girls' School, Lucknow ...	...	...	...	1	1	100	1	1	100	3	2	67
St. George's, Mussooree ...	1	1	100	...	...	...	1	1	100	...	...	...
Girls' High School, Allahabad ...	...	...	....	...	...	...	...	...	...	1	1	100
St. Peter's, Agra	...	...	...	...	...	...	...	...	...	2	...	...
Total ...	4	2	50	50	23	46	54	25	46	30	9	30
GRAND TOTAL ...	41	20	49	285	137	48	326	157	48	175	64	37

The general result of the First Arts Examination was superior to that of the Calcutta University at large, in which out of 2,481 candidates 715 or 29 per cent. only passed. The percentage of success also, on the whole, rose from 37 to 48. Here, again, the most successful of the Colleges is Queen's, which succeeded in passing 65 per cent. of its students. The success of the F. A. classes attached to St. John's School, Agra, deserves special notice again this year, as does also the improvement in the F. A. classes of Ramsay College. The students from Muir College have again been relatively unsuccessful in this examination. These classes have, however, now outgrown the teaching powers of the staff, and a greater measure of success cannot be expected until an increase is made in the professoriate. Arrangements have now been made for this. The classification of the successful candidates at the F. A. examinations of the last two years and at the Intermediate Examination of the year under report was as follows :—

F. A. and Intermediate Examinations.

College.	1889.									1888.		
	First Arts.			Intermediate.			Total.			First Arts.		
	1st division.	2nd division.	3rd division.	1st division.	2nd division.	3rd division.	1st division.	2nd division.	3rd division.	1st division.	2nd division.	3rd division.
Muir	...	...	...	...	12	24	...	12	24	...	2	6
Canning	...	...	...	2	14	13	2	14	13	1	...	7
Queen's, Benares	...	...	...	...	10	16	...	10	16	1	7	5
Agra	...	3	15	...	...	2	...	3	17	...	5	12
M. A.-O., Aligarh	...	...	...	...	6	7	...	6	7	...	2	2
Bareilly	...	...	...	...	3	5	...	3	5	...	3	2
Fyzabad Zila	...	...	...	...	5	4	...	5	4	...	...	...
St. John's, Agra	...	...	1	...	4	1	...	4	2	...	1	3
London Mission, Benares	...	...	...	...	1	4	...	1	4	...	...	1
Ramsay, Almora	...	...	...	...	...	3	...	...	3	...	...	1
Lalbagh Girls' School, Lucknow... ...	...	...	...	...	1	...	...	1	...	...	2	...
St. George's, Mussooree	...	1	...	...	...	...	...	1	...	...	...	...
Girls' High School, Allahabad	...	...	...	...	...	...	...	...	...	1	...	...
Total ...	...	4	16	2	56	79	2	60	95	3	22	39

Thus in the placing of the successful candidates there is no material difference for the two years.

20. Regarding the failure of his students at the Intermediate Examination, Mr. Gough, Principal, Muir College, writes as follows :—" I consider that all students who have completed their term should be admitted to the examination irrespectively of the opinion the Principal may form of their chances of success, and that unpromising students should not be debarred from joining the classes.

" The class was made of poor material, owing to the extreme lenity of the Entrance Examination of the University of Calcutta in 1887, in which year 513 were passed out of 859 candidates from the North-Western Provinces and Oudh, giving a percentage of nearly 60 per cent. of passes. In the year 1885 the percentage was 28·72, and in 1886 the percentage was 33·14. This fluctuation in the standard of matriculation has been a source of difficulty and vexation to colleges, and it is to be hoped that in the University of Allahabad a greater uniformity may be maintained. In so large a class as one of 84 students individual attention, personal instruction, exercise in mathematics, are impossible, and the staff of the college was not large enough to permit of the class being broken up into sections. The lecture rooms seat only from 50 to 60 students, and this class has had to be taught, with inconvenience, in the great hall of the college, the Convocation Hall of the University.

" It has come under my observation, as Registrar of the University, that in some colleges test examinations have been held shortly before the time of the university examinations, and by one means or another unpromising candidates have been held back. The Syndicate have ruled that after a student has attended a regular course of instruction for two academical years, the Principal, unless debarred by the conditions laid down upon the face of the application form, has no option but to sign it and permit the candidates to go up. A preliminary examination was held in this college, and I admonished 14 out of 47 students, who afterwards failed, that they had no chance whatever of passing and that they would incur my grave displeasure by going up and bringing discredit upon the college. Every one, however, of the 14 persisted

in presenting himself, apparently treating the examinations as a lottery. Something may be expected from the appointment of a special lecturer in Mathematics for the junior classes; but if colleges are to be judged by statistical returns, a higher percentage of passes in the Intermediate Examinations can only be secured by periodical examinations, and on the results of these examinations the expulsion of listless and inattentive pupils before they complete their qualifying terms. Hitherto, Muir Central College has been open to all comers who can produce an entrance certificate. Unpromising students have not been weeded out, and it is probable that students ejected from other colleges have found refuge here. As regards the practice of weeding classes with a view to fair statistical returns, two views may be taken. It may be held that the youth of the middle class are more satisfactorily employed in attending colleges, though they fail to pass examinations and take degrees, than they would be elsewhere, and that they are of an age to think of their future and to exert themselves without being urged with frequent examinations, which waste valuable time. Or, on the other hand, it may be held that it is better that lads who are listless and inattentive to their studies should be turned out and cease to waste their parents' money on fees. The former is the view commonly taken in Europe, and which has governed the practice of Indian colleges, such as the Presidency College, Calcutta, and Muir Central College, Allahabad. In education weeding seems a poor device. But if the work of the colleges is to be appraised according to comparative statistical returns, and if high percentages are an end to aim at, the Professors of this college will have no option henceforth but to weed the junior classes."

Dealing with this subject of weeding out of the inferior students to attain apparently better results at the university examination, Mr. M. White, Principal of Canning College, writes in his annual report:—"If we were to promote merely those of the first year's class who were thoroughly good, and to degrade any who subsequently showed signs of deterioration, our teaching would be all expended on those who had the highest receptive power for it; and we would have, at the end of the year, a class thoroughly efficient. But would this be fair to the honest, but incapable, student? The principle we act upon is to promote every student who has shown in his first year the slightest capacity for steady work, whatever his ability. Last year we only rejected three, who had been most irregular and who had persistently shirked their college examinations."

21. From July, 1887, until October of the following year, Mr. Dodd (now Inspector of Schools, 3rd Circle) officiated as Principal of Queen's College, Benares. Mr. Wright, the present Principal, notes that the success of the students at the university examinations must be ascribed to the excellent arrangements under Mr. Dodd. The Professors and Masters to whom Mr. Wright refers in the following extract from his annual report deserve special credit for their work:—

"The result was that, sending up the whole class of eight students for the B.A. degree of the University of Allahabad, all these students were successful, five taking up the *A* course and three the *B* course. Mr. Dodd, the late Officiating Principal, and all the Professors engaged in teaching this class, have every reason to be congratulated upon such an exceedingly satisfactory outturn of the year's work. The 2nd year class of 40 students appeared for the Intermediate Examination of the University of Allahabad, and of these 26 passed in all subjects, or 65 per cent., a most satisfactory result for so large a class. Most of the others nearly succeeded in getting through, there being only one bad failure in four subjects. Of the whole 40, only six failed in English, a subject in which they have been wholly taught during the last two years (*i.e.*, since their passing the Entrance Examination) by Mr. Siddons, the Head Master. This result redounds very much to Mr. Siddons' credit, and unmistakeably testifies to his care, patience and ability in teaching college classes. This class is also much indebted to the able assistance of Babu Ram Mohan Banerji, 2nd Master of the Collegiate School, who taught them their History, a subject in which there was only one failure. All the Professors and Masters who taught this class have done excellent work, but I must bring especially to your favourable notice the continued success of Babu Abhayacharan Sanyal, Assistant Professor of Physical Science, who has again permitted none of his pupils to fail in his subject in this examination, a fact similarly noted by Mr. Dodd in his report on this Professor's work for the year 1887-88."

Inter-College Rules.

22. In consultation with the Principals of the Government and Aided Colleges a set of inter-college rules was adopted by the department, determining, with a view to disciplinary purposes, the conditions of transfer of students from college to college. These rules are printed in Appendix No. I. They, however, do little more than codify the existing practice determined partly by departmental orders and partly by custom. The rules have been laid before the Senate of the University with a view to securing their introduction into *unaided* institutions by refusing affiliation to such as do not adopt them.

Oriental Colleges.

23. The number of students on the rolls of the Oriental department of the *Canning College* on 31st March was 84, 16 less than that on the same date in the preceding year; 25 students are returned as studying for the Panjáb University examinations. The following is a statement of the subjects studied by the students of this department:—

Arabic	27
Persian	13
Sanskrit	15
Urdu or Hindi	29
	84 students.

Mr. M. J. White, Principal of the College, writes regarding this department in his annual report:—

"The Maulvis and Pandits all complain that their work is not properly appreciated, as it leads to nothing in the way of employment. They say that a good knowledge of Persian and English will help to secure an appointment, but Sanskrit and Arabic are looked upon as of no practical value. They speak mournfully, as if they had fallen upon evil days. There is some truth in their complaint, and there is some danger of the study of these two classical languages dying out, unless the University, the Education Department and several colleges take some special steps to foster and encourage those studies.

"It may seem that out of an attendance of 84 boys 12 is a small number to represent the outcome of a year's teaching, but it does not really represent it. In the English department there are public examinations to test progress at every stage, from the Middle Class to the M. A. degree. It is not so with these Oriental classes. The teachers have to take young boys and begin to teach them the mere elements of Sanskrit, Persian and Arabic, and it takes some years to bring them up to the level of even the lowest University examinations. As the boys in this department are for the most part poor, they take employment of any kind, whenever they can get it, and thus only a few remain to complete their course of study. There is therefore nothing in the way of results to show what is being done at the earlier stages. I am happy to say that this state of things will exist no longer. The Director has drawn up a complete course of study, with corresponding examinations, in Sanskrit and Arabic, the former in connection with Benares College and the latter in connection with the Muir College. Our classes have already commenced the study of this course. One of these examinations (the one in Sanskrit) was held for the first time in April last. As the curriculum had only been notified to us two months before, I suggested that no candidates should be sent up. Pandit Ganga Dhar, however, was so confident of success that he asked permission to send up nine candidates with such preparation as he could give them. Permission was granted; but his confidence was not justified by the result, for he only passed two, though these were in the higher examinations. There was no disparagement to his ability or industry in this result; nor am I dissatisfied with it. On the contrary, I expect a sudden check on over-confidence to act like a cold douche and have a stimulating effect."

Of the candidates who were sent from this institution for the Panjáb University examinations, one passed in the Honor's Shastri, one in the Visharad, four in the Munshi, four in the Maulvi and two in Pragya examination.

Government Sanskrit College, Benares.

24. The Sanskrit College at Benares had long ceased to possess any organic connection with the English Arts College maintained in the same building; the divergence of studies in the two institutions is so complete that no student can pass from the one to the other. This fact has now been formally recognised by the separation of the Principalship of the Sanskrit College from that of the Arts College. Mr. Arthur Venis, M.A., was appointed Principal of the Sanskrit College, which is now administered independently of the English Arts College, of which Mr. Wright is Principal. Mr. Venis also acts as Professor of English Literature in the Arts College. A general supervision over the Sanskrit studies in this institution and in others connected with the department has been made over to the distinguished Sanskritist, Dr. Thibaut, late Principal of the Benares College, now Professor at Muir College. The arrangement has, I consider, resulted in such improvement in the organization in this branch of learning as may be expected to produce a more thorough knowledge than has hitherto prevailed in the Government and aided institutions outside the Sanskrit College. In Appendix No. XI I print a copy of this office Circular No. I of 1889, in which a systematic course of study is laid down for Sanskrit schools which accept aid from this Department. They have been under these rules affiliated to the Govern-

ment Sanskrit College, and must now teach a graduated course leading up to the highest examinations held under the superintendence of the Principal.

The number of students on the rolls of the Sanskrit College increased from 437 of the previous year to 473. The college is progressing in a satisfactory manner, and the changes which I have been able to make in the staff by the superannuation of some of the Professors have introduced fresh vitality into the lecture rooms. The following extracts are taken from the annual report of the Principal, Mr. Venis :—

"The annual examinations were held last April. In the appended numerical abstract *foreign* candidates are included :—

Prathama.—Examination			79	candidates	appeared,	26	passed.
Madhyama.—	"	(entire course)	25	"	"	9	"
"	"	(graduated course)	76	"	"	39	"
Acharya.—	"	(ditto)	57	"	"	40	"

To a large number of examinees composition in Sanskrit from the vernacular was the great stumbling block. It is of course undesirable to raise the *pass* standard at a bound; but a move in this direction, gradual as it was this year, must continue to be made. And quite apart from the demands of scholarship pure and simple, the writing of Sanskrit prose as a mental gymnastic may well take its place alongside the time honoured exercises in Latin and Greek of the Universities of Europe. A text-book (Sanskrit-Hindi) suitable for these provinces is much needed, and one of our Senior Professors has undertaken the work of compilation. The number of *foreign* examinees was 53 as against 38 of the previous year. In accordance with a recent departmental circular all *aided* Sanskrit schools and colleges will have to subordinate their courses of study to the Benares College examinations. A much larger number of candidates may therefore be expected in the future. And here I may be permitted to note an interesting example among others of the approval given to the general aim of the above circular, by those who, standing outside the immediate control of the department, share in its desire for the advancement of Sanskrit learning. The Rāj College of Jeypur has issued a conspectus of studies, which is almost a verbal reproduction of our college rules and regulations, and has invited some of our Professors to act as examiners.

Anglo-Sanskrit Department.

Fifty-two students were under instruction in the Anglo-Sanskrit Department. The results of the yearly and half-yearly examinations were fairly satisfactory. The department is doing useful work in turning out a better stamp of Sanskrit and Hindi teachers for schools. During the past year four of the senior pupils received appointments as School Pandits in these provinces and elsewhere. This is a state of things not altogether encouraging to the teachers of the Anglo-Sanskrit Department; for while this demand continues we can scarcely hope to retain our best men after they have come up to the entrance standard in English. The printing of the catalogue of Sanskrit manuscripts in the college (with alphabetical index) is now finished. The editing of valuable texts in Grammar, Philosophy and Rhetoric for the Pandit Journal has been steadily carried on by some of the Professors and senior scholars. It gives me pleasure to state here that the Purvamimansa is now being taught systematically by Pandit Gangadhara Shastri, Mahamahopadhyaya, two of whose pupils passed a creditable examination at the end of last session in the Āpadevi."

Law Departments of Colleges.

25. The following statement gives the number on the rolls on 31st of March in the law classes in the year under report and two preceding years. About 80 of these students attend the Arts classes of their colleges also.

	1889.	1888.	1887.
Canning	98	81	39
Muir	71	75	68
Queen's	25	17	10
Agra	*(a)*	22	12
Total ...	194	195	129

(a) Agra College return not received.

The considerable increase in attendance in the Canning and Queen's College classes during the last two years deserves special notice. The slight decrease in Muir College may be attributed to the fact that the local scholarship holders of the Arts department of the college have been not allowed to attend the law classes except at the risk of their scholarships.

26. In the next abstract I give the results of the Law examinations, held under the orders of the High Court and the Calcutta University :—

Results of the examinations of Law students.

College.	Number of candidates.	Examination in which they passed.				
		Bachelor of Law.	High Court Vakil.	Upper subordinate.	Mukhtar.	Total.
Muir	14	...	...	4	...	4
Canning	14	2	4	4	...	10
Queen's	3	...	...	1	...	1
Agra	8	1	1	1	1	4
Total ...	39	3	5	10	1	19

26 (*a*). The following is a general abstract of attendance and expenditure at the colleges of all classes during the last two years :—

Colleges of all classes.

	Year.	Number of institutions.	Average number of students on the rolls monthly.	Expenditure.				
				Provincial and Local funds.	Fees.	Endowments.	Municipal funds.	Total.
For men.				Rs.	Rs.	Rs.	Rs.	Rs.
State Colleges ...	1889	4	731	92,128	11,054	1,539	...	1,05,021
	1888	4	735	91,685	10,002	1,719	...	1,03,406
Aided " ...	1889	7	624	40,841	17,110	54,267	8,193	1,20,411
	1888	7	551	39,782	13,726	51,115	6,395	1,11,018
Unaided " ...	1889	5	71	...	2,500	19,774	...	22,274
	1888	6	65	...	2,218	11,852	...	14,070
For women.								
Unaided Colleges ...	1889	1	2	...	114	...	...	114
	1888	1	1	...	...	...	...	...
Total ...	1889	17	1,428	1,33,269	30,778	75,580	8,193	2,47,820
	1888	18	1,352	1,31,467	25,946	64,686	6,395	2,28,494

Summary.

27. As a general summary of the foregoing section I have to record an increase in the attendance at the colleges, and that exclusively among self-supporting students. There has been also considerable increase in the number of successful candidates at the University examinations, with an improvement in the percentage of passes.

SECTION IV.—SCHOOL EDUCATION, GENERAL.

A.—Secondary Schools for Native Boys.

The University Entrance Examinations.

28. The following is a comparison of the results of the above examinations for the year under report and the two preceding years :—

The University Entrance Examinations.

Year.	University of Calcutta.						University of Allahabad.						Total.					
	Number of candidates.	Passed in division.			Total passed.	Percentage passed.	Number of candidates.	Passed in division.			Total passed.	Percentage passed.	Number of candidates.	Passed in division.			Total passed.	Percentage passed.
		I.	II.	III.				I.	II.	III.				I.	II.	III.		
1889 ...	43	2	4	8	14	32·6	991	111	281	231	628	62·9	1,034	113	285	239	637	61·5
1888 ...	776	32	156	162	350	45·1	...	...	...	...	...	...	776	32	156	162	350	45·1
1887 ...	741	106	295	76	477	64·4	...	...	...	...	...	...	741	106	295	76	477	64·4

The comparatively low percentage of success at the examination of the Calcutta University may be partly due to the relative inferiority of the aided and unaided schools, from which only the few candidates came, but it must be ascribed mainly to the unusual severity in marking and valuing the papers, as of the 5,930 candidates 1,475 or only 25 per cent. passed in the university. The increase in the number of candidates and in the number successful is due in part to the number of candidates who failed last year and appeared for re-examination.

The quality as indicated by the placing shows a very decided improvement, 113 candidates or 17 per cent. being classed in the first division against 32 or only 9 per cent. last year.

The following abstract gives the result for each of the classes of schools for the year under report and the preceding year :—

University Entrance Examinations of 1889 *and* 1888.

Class of school.	Year.	University of Calcutta.						University of Allahabad.						Total.					
		Candidates.	Passed in division.			Total.	Percentage of passes.	Candidates.	Passed in division.			Total.	Percentage of passes.	Candidates.	Passed in division.			Total.	Percentage of passes.
			I.	II.	III.				I.	II.	III.				I.	II.	III.		
State ...	1889	...	...	...	...	...	...	463	74	157	100	331	71·4	463	74	157	100	331	71·4
	1888	320	21	80	56	157	49·1	...	...	...	...	...	...	320	21	80	56	157	49·1
Aided...	1889	29	1	3	3	7	24·1	476	35	108	121	264	55·5	505	36	111	124	271	53·7
	1888	419	9	69	96	174	41·5	...	...	...	...	...	...	419	9	69	96	174	41 5
Unaided	1889	14	1	1	5	7	50	52	2	16	10	28	53·8	66	3	17	15	35	53·0
	1888	37	2	7	10	19	51·4	...	...	...	...	...	...	37	2	7	10	19	51·4

In the Government schools the number of successful candidates has more than doubled and the percentage of passes risen from 49 to 71. A similar improvement has occurred among the aided schools. The progress in the case of unaided schools is confined to the Kayasth Pathsala and Bengalitola Preparatory School, Allahabad, which succeeded in passing 12 and 9 candidates or 71 and 100 per cent. of their students respectively. It should be noted that out of the successful candidates there were 29 Bengalis from zila schools, 37 from aided, and five only from unaided, schools. The percentages of failure in each subject were as follows. The full details regarding this will be found in Appendices Nos. II and III.

Percentages of failure in each subject at the Entrance Examinations of schools in the North-Western Provinces and Oudh.

		English.	Mathematics.	Second Language.	History and Geography.	Aggregate.
University of Allahabad.	Zila schools ...	15	14	5	15	22
	Aided " ...	29	25	10	24	38
	Unaided " ...	33	37	6	31	27
	Total ...	22	21	7	20	30
University of Calcutta.	Aided schools ...	52	20	24	58	...
	Unaided " ...	7	43	14	29	...
	Total ...	37	28	21	49	...
GRAND TOTAL ...		23	21	8	21	28

Very high percentages of failures of the aided schools in English and History and Geography in the examination of the Calcutta University are very striking, though favourable when compared with those of the university at large, *i. e.*, 55 and 54 respectively.

Any comparison between the results of the examination of this and previous years is rendered of small value, as the Board of Examiners has been entirely changed by the new university.

The examination is, however, in substance a mere repetition of that held by the Calcutta University, an examination unsatisfactory in many ways, which I hope the local university will see its way before long to improve.

The Anglo-Vernacular Middle Examinations, 1889.

29. The following is a comparison of the general results of the above examination for the year under report and the preceding year for North-Western Provinces and Oudh. Full details regarding the results are printed in Appendix IV.

Comparative statement of the results of the Anglo-Vernacular Middle Examination.

	Year.	Number of candidates.	Passed.	Percentage of passes.
Government Schools*	1889 1888	1,071 923	572 542	53·4 58·7
Aided	1889 1888	1,015 953	464 428	45·7 44·9
Other candidates	1889 1888	706 892	145 170	20·5 19·1
Total ...	1889 1888	2,792 2,768	1,181 1,140	42·3 41·2

*Including Pilibhít municipal school. The rest of the municipal schools are included among the aided schools.

There has been a falling off in the proportion of success of the candidates from the Government schools, and a slight improvement among the candidates from the aided schools.

Comparative statement of candidates who passed in the 1st division of the Middle Anglo-Vernacular Examination and the percentage to the total number of passes.

Class of candidates.	Number of candidates classed in 1st division.		Percentage to total number of passes.	
	1889.	1888.	1889.	1888.
Government schools	40	122	7·0	22·5
Aided "	13	54	2·8	12·6
Private students	2	19	1·4	11·2
Total ...	55	195	4·7	17·1

The diminution in the number of candidates placed in the first division is due to increased strictness in the marking, not to any depreciation in the general standard of preparation.

The following is the usual comparative abstract of the subjects of failure :—

Number of candidates who failed in each subject.

Group of candidates.		English.	Mathematics.	Second Language.	History and Geography.	Science.
From Government schools ...	1889 ...	358	297	277	146	118
	1888 ...	293	269	150	87	83
„ aided „ ...	1889 ...	408	390	304	238	154
	1888 ...	403	357	217	170	113
„ private „ ...	1889 ...	69	74	56	49	39
	1888 ...	57	48	35	23	16
Other candidates ...	1889 ...	378	404	298	270	208
	1888 ...	527	535	325	310	235
Total ...	1889 ...	1,213	1,165	935	703	519
	1888 ...	1,280	1,209	727	590	447

Percentage of failures to total number of candidates.

From Government schools ...	1889 ...	33	28	26	14	11
	1888 ...	32	29	16	10	9
„ aided „ ...	1889 ...	40	38	30	23	15
	1888 ...	42	37	23	18	12
„ private „ ...	1889 ...	53	57	43	38	30
	1888 ...	66	55	40	26	18
Other candidates ...	1889 ...	66	70	52	47	36
	1888 ...	65	66	40	39	29
Total ...	1889 ...	43	42	33	25	18
	1888 ...	46	43	26	21	16

The facility with which candidates passed last year in History, Geography and Science had of course the usual effect of rendering their successors careless in the preparation of these subjects. The increased failures in the second language are due to the fact that in the majority of these schools the instruction given was purely vernacular, while this year they were required to translate passages of their text-books into English.

The following table gives the number of candidates who took up each of the four second languages :—

Second language.	*Number of candidates.* 1889.	1888.
Persian ...	1,870	1,888
Hindi ...	445	472
Urdu ...	329	325
Sanskrit ...	148	83
Total ...	2,792	2,768

The increase in the number of candidates who took up Sanskrit and the decrease in those who took up Persian and Hindi show the growing interest of the Hindus in their classical language. Under the arrangements now introduced for the systematic study of Sanskrit a steady increase of candidates may be expected.

The following statement shows the castes and religions of the successful candidates at the last two examinations :—

Castes of the successful candidates.	Number. 1889.	1888.
Brahman ...	300	187
Bania ...	142	117
Kayasth ...	333	373
Khattri ...	48	70
Rájput ...	61	35
Bhat ...	2	2
Carpenter ...	2	2
Kalwar ...	4	5
Lohar ...	1	4
Sonar ...	7	3
Tamoli ...	2	3

Castes of the successful candidates.	Number. 1889.	Number. 1888.
Kahar	...	5
Kurmi and Mali	7	3
Jat	5	...
Teli	...	1
Ahír	7	5
Chhipi	2	...
Mallah	1	...
Potter	1	...
Gararya	3	...
Sikh	1	...
Bhuinhar	6	...
Chamár	2	...
Nonya	1	...
Unspecified	12	43
Total, Hindus ...	950	858
Muhammadans	212	262
Christians	19	20
GRAND TOTAL ...	1,181	1,140

The considerable increase in the number of Brahmans, Banias and Rájputs calls for special notice, while the falling off in the number of Muhammadans is to be regretted.

In the next abstract I give the statement of the occupations of the fathers or guardians of the successful candidates :—

Statement of occupation of father or guardian of the successful candidates.

Occupation.	Number.
Service	647
Landholder	223
Merchant	98
Pleader	54
Agriculturer	47
Pandit or priest	32
Banker and money lender...	27
Petition writer	2
Contractor	12
Draper	9
Physician	5
Goldsmith	5
Broker	4
Preacher	4
Stonecutter	3
Proprietor of press	1
Potter	1
Tailor	1
Planter	1
Dyer	1
Photographer	1
Artist	1
Unspecified	2
Total ...	1,181

It will be seen from the above that about 55 per cent. of the successful candidates belonged to families whose occupation was service, Government or other.

This branch of the Middle Examination was conducted by Dr. Thibaut, Professor at Muir Central College, according to the code of regulations on the subject now in force. I take this opportunity of bringing to notice the success with which that gentleman has managed this laborious and uninviting business.

The Middle Vernacular Examination.

30. The full details regarding this examination will be found in Appendix V. The following abstract shows the general result :—

		Number of candidates.	Passed.	Percentage of passes.
Government schools	1889 ...	2,634	1,762	67
	1888 ...	2,766	1,455	53
Aided "	1889 ...	240	105	44
	1888 ...	215	61	28
Other candidates	1889 ...	1,566	397	25
	1888 ...	1,325	254	19
Total	1889 ...	4,440	2,264	51
	1888 ...	4,306	1,770	41

The larger proportion of success this year is due to the lenience of some of the examiners rather than to any improvement in the quality of the candidates, though some improvement has undoubtedly occurred.

The following table shows the result of the examination of the candidates according as they used the Persian or Nagri character in their answer papers :—

Statement showing candidates who took up Persian or Nagri at the Middle Class Vernacular Examination.

Class of candidates.		Persian character.			Nagri character.		
		Number of candidates.	Number who passed.	Percentage of passes.	Number of candidates.	Number who passed.	Percentage of passes.
From Government schools,	1889 ...	1,758	1,160	66	876	602	69
	1888 ...	1,756	946	54	1,010	509	50
" Aided "	1889 ...	207	90	43	33	15	45
	1888 ...	181	49	27	34	12	35
Private candidates ...	1889 ...	1,470	366	25	96	31	32
	1888 ...	1,242	239	19	83	15	18
Total ...	1889 ...	3,435	1,616	47	1,005	648	64
	1888 ...	3,179	1,234	39	1,127	536	48

The number of candidates who used the Nagri character was less than one-third of those who wrote their answers in the Persian character. The regaining of the long maintained superiority of the Government school candidates in Nagri deserves special notice.

The following is the usual abstract of percentage of failures in each subject for Government and aided schools :—

Middle Vernacular Examination.

PERCENTAGE OF FAILURES IN EACH SUBJECT.

		Failures in—							
		Persian branch.				Nagri branch.			
		Language, Persian or Urdu.	Mathematics.	History and Geography.	Physical Geography and Science.	Language, Hindi.	Mathematics.	History and Geography.	Physical Geography and Science.
(a) Government Schools,	1889	15	20	16	9	8	24	13	4
	1888	16	32	11	13	35	30	9	3
(b) Aided " ...	1889	31	45	31	20	18	55	21	15
	1888	28	60	23	43	41	65	24	15

The following statement of the castes of successful candidates shows the extent to which the vernacular secondary education has spread through the different classes of society. The number of Muhammadans increased from 517 to 685, an increase of 168 or 33 per cent.

Statement of the caste of the successful candidates, Middle Class Vernacular Examination, 1889.

Name of caste.	Number.
Brahman	440
Ahír	11
Bania	194
Bhat	2
Carpenter	4
Khattri	19
Kayasth	595
Kalwar	8
Rájput	173
Sonar	12
Teli	2
Tamoli	5
Taga	8
Jat	16
Hajjam	6
Kurmi	8
Kahar	4
Koeri	2
Bhuinhar	30
Halwayi	1
Gararia	1
Mali	3
Darzi	2
Kachhi	2
Bhuja	1
Chhipi	3
Kumhar	2
Kewat	2
Mochi	1
Bind	1
Lohar	1
Gond	1
Sainthwar	7
Rantala	2
Phatakwal	1
Kasaudhan	1
Arakh	1
Singraul	3
Kerar	1
Kamboh	1
Muraun	1
Unspecified	1
Muhammadans	685
Total ...	2,264

The following will show the predominance of the literary over the non-literary class of the Hindus in these examinations :—

	Passed in— 1889.	1888.
Brahmans, Banias, Kayasths	1,229	1,006
Other Hindus	350	247
Total, Hindus ...	1,579	1,253

Thus there was an increase from among the literary as well as the non-literary castes. The number of successful Rájput candidates has nearly doubled, rising from 95 to 173, an important fact as showing the extension of secondary education among a leading caste which has so long stood aloof from schools

31. This branch of the Middle Examination was conducted by Mr. Wright, Principal, Queen's College, Benares, to whom I am much indebted for assistance in the organization of this most unwieldy examination.

The following is extracted from his report on the results :—

" The roll of candidates of all kinds numbered 4,449, of whom 2,268 passed, being at the rate of 51 per cent. of success. The corresponding figures for 1888 were a roll of 4,311 with 40 per cent. of success, and in 1887 they were 4,557 with 36 per cent. of success. Hence, whilst the numbers of candidates have remained practically the same, the standard of success during the last three years has been successively 36, 40 and 51 per cent. The comparative successes of the three classes, A, B, C, of candidates is as follows :—

	Per cent., 1887.	Per cent, 1888.	Per cent., 1889.	Total rise per cent in 3 years.
Government schools, class A	52	53	67	15
Aided schools, class B	32	28	44	12
Private candidates, class C	16	19	25	9

" This table shows that not only have all the classes of candidates greatly improved, but that they have improved in the graduated proportion that might have been expected, *viz.*, 15, 12 and 9 per cent. respectively. We may fairly deduce from this (1) that all the candidates are now gradually getting more and more accustomed to the examination and know better how to meet it, and also (2) that the teachers are also becoming more skilled and careful in preparing their classes for the Middle Class Vernacular Examination. Whilst making every allowance for the working of this general advance in knowledge, I feel bound, however, to point out that the percentage of success among the private candidates at some of the centres is very much higher than we had reason to expect. From the reports of the superintendents of centres it is found that 13 candidates were by them turned out of the examination room for copying or attempting to copy in various manners. One private candidate, 25 years of age, at Partábgarh, for example, had copied beforehand on to his trowsers a whole proposition in geometry, and had also pieces of paper with written answers concealed on his person; another had historical dates on his pocket handkerchief, and so on. Others were afterwards detected by the examiners in malpractices, and their names and offences promptly reported to me."

Receipts and Expenditure.

32. The following is a comparative statement of the receipts and expenditure on account of the Middle Examination :—

	1889. Rs.	1888. Rs.
Fees to examiners	7,365	7,250
Contingent charges at centres in offices of Presidents, Boards of Examiners	3,629	3,369
Printing charges, cost of blank answer books and other appliances	10,133	8,366
Total, Expenditure ...	21,127	18,985
Receipts from fees	26,249	24,038
Balance ...	+5,122	+5,053

English Schools.

The Zila Schools or State English Schools.

33. The number of the zila schools (36) remained the same as last year. The only change was the abolition of the zila school at Jhánsi and the transfer of the aided school, Ballia, to the management of this department as a zila school. The middle school at Pilibhít has been this year managed and inspected by this department as a zila school, though maintained by the Municipal Board. The school is supported from the receipts of Drummondganj, which was established some 45 years ago by Mr. Robert Drummond, then Joint Magistrate of Pilibhít, with a view to endow a school. The management of the Ganj was placed under the Municipal Board on the condition that the net receipts should be expended to the school.

The following is the comparative abstract of attendance at the 36 zila schools, compiled from the Inspectors' reports under this office Circular No. 24 of 1885. These statistics relate to the year ending on the date of the Inspector's annual visit.

Average attendance in zila schools.

Class.	Absolute number.		Percentage in section.	
	1889.	1888.	1889.	1888.
I	396	318		
II	412	347		
Total, high section ...	808	665	13	11
III	996	864		
IV	1,015	890		
Total, middle section ...	2,011	1,754	31	28
V	1,023	1,040		
VI	902	882		
Total, upper primary section ...	1,925	1,922	30	31
VII	742	799		
VIII	421	561		
IX	286	345		
X	251	191		
Total, lower primary section ...	1,700	1,896	26	30
GRAND TOTAL ...	6,444	6,237	100	100

The zila schools are now filled with as many scholars as the buildings will contain, and the lower classes are being gradually removed to aided branch schools to make room from the increased numbers in the secondary classes, which included 2,819 scholars against 2,419 of the preceding year.

34. In the following statement is given the average attendance in the secondary sections of the Benares Collegiate School and in each of the 27 state high schools, together with the numbers of the successful candidates at the secondary examinations. The middle schools of Fatehpur and Bulandshahr have been raised to the high standard from this year and added to the list. The figures for Ballia school for 1888 are those taken from the inspection report on the aided school, Ballia.

State High Schools.

Serial number.	Schools.	Number of scholars in the high stage.		Number of scholars in the middle stage.		Number of candidates successful at the high examination.		Number of candidates successful at the middle examination.	
		1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.
1	Benares	104	85	172	153	44	25	50	51
2	Allahabad	84	82	147	149	45	11	48	30
3	Bareilly	71	55	136	112	24	18	39	34
4	Aligarh	68	53	158	125	24	8	37	17
5	Moradabad	55	34	93	89	17	5	25	33
6	Meerut	49	47	104	77	23	5	19	14
7	Cawnpore	46	39	116	88	15	5	28	25
8	Etáwah	44	38	71	79	13	...	9	26
9	Farukhabad ...	44	32	58	45	13	8	23	13
10	Fyzabad	34	41	79	72	10	10	30	29
11	Ballia	29	26	101	79	8	2	21	19
12	Rae Bareli	23	14	47	27	6	5	6	13
13	Bara Banki ...	22	27	28	32	7	5	4	12
14	Mirzapur	21	19	45	52	9	6	16	21
15	Bánda	19	17	33	28	10	4	14	10
16	Hardoi	18	18	46	49	7	10	8	13
17	Muttra	18	17	95	118	2	4	21	20
18	Sháhjahánpur ...	18	17	29	31	7	5	4	12
19	Sultánpur	18	13	43	46	4	3	9	10
20	Sitapur	17	10	25	25	5	2	6	13
21	Partábgarh... ...	16	19	34	32	9	2	10	8
22	Jaunpur	16	17	55	42	9	1	20	12
23	Fatehpur	16	...	36	39	5	...	13	18
24	Gonda	14	15	49	44	3	2	6	3
25	Bulandshahr ...	14	...	46	43	...	...	11	14
26	Bahraich	13	14	29	26	5	5	4	3
27	Lakhimpur... ...	13	11	24	27	4	2	5	10
28	Unao	8	16	31	25	3	6	10	8
	Total ...	912	776	1,930	1,754	331	159	496	491

The general increase in attendance in the high and middle sections of the twenty-eight state high schools is the best sign of the progress of secondary education: the increase from 2,530 to 2,842 is equivalent to an increase of 12 per cent. in the secondary classes. In the high standard examination the number of successful candidates has risen from 159 to 331, more than doubled. The increased number of passes is, however, due, to a great extent, to the large number of scholars who were kept back last year by failure at the Calcutta examination: the check last year has been followed, as usual, by a greatly increased number of passes this year. It is probable that if the standard of examination remained uniform, the increment would from year to year be small, as in the case of the candidates at the Anglo-Vernacular Examination. Taking the schools as a whole, they show a satisfactory growth in numbers and some improvement in the quality of instruction.

The only exceptions to the general increased attendance are found in the high sections at Fyzabad and Unao and in the middle section at Muttra.

In the following statement the schools which sent up 10 or more candidates to the Entrance Examination are ranked in the order of their success:—

Zila school.	Number of candidates.	Passed.	Percentages of passes.
Bánda	10	10	100
Bareilly	27	24	89
Cawnpore	17	15	88
Benares	54	44	81
Ballia	10	8	80
Meerut	29	23	79
Moradabad	22	17	77
Fyzabad	13	10	77
Partábgarh	12	9	75
Allahabad	67	45	67
Etáwah	20	13	65
Aligarh	40	24	60
Rae Bareli	10	6	60
Farukhabad	22	13	59
Hardoi	13	7	54
Bara Banki	14	7	50
Sultánpur	11	4	36

The success of the candidates from the Bánda school is highly creditable to the Head Master, Babu Dina Nath Banerji. Mr. Gordon, the Head Master at Bareilly, and Pandit Bishambhar Nath at Cawnpore deserve specially recognition for their success. Of 15 candidates successful at this examination from the Cawnpore school, 9 were classed in the 1st division and the remaining six in the 2nd. The results at Benares under Mr. Siddons and that at Ballia under Babu Ram Narayan Singh are not less commendable. Among the general success the failures at Hardoi, Bara Banki and Sultánpur are disappointing. The schools at Benares and Allahabad should be noted as passing the largest number of the candidates.

The zila schools of Mirzapur (Head Master, Babu Ram Rup Ghose), Bánda (Head Master, Babu Dina Nath Banerji), Sháhjahánpur (Head Master, Mr. Williams) and Jaunpur (Pandit Kali Datt Dube), succeeded in passing all their candidates,—success highly creditable to the teachers.

35. The following remarks by Mr. Nesfield, Inspector of Schools in Oudh, are of interest as comparing the results of the public examination with those arrived at by those who are responsible for the teaching. It is not, however, an infrequent experience in examinations that comparatively dull lads pass while more promising candidates disappoint expectations from failure in some one subject. Mr. Nesfield's remarks refer to the 11 zila schools in Oudh, from which 63 out of 107 candidates passed:—"Judged by the number of passmen, the result looks quite satisfactory. But this is not the opinion held by myself. I examined the Partábgarh and Sultánpur entrance classes within two days of each other, and there could be no doubt at all that the Sultánpur class was much the most intelligent of the two; for I examined them by the same

questions in Mathematics and by the same passages from the English text-book. The Partábgarh class was decidedly dull or badly prepared; and the Sultánpur class was quite the opposite. Yet Sultánpur passes 4 out of 11, and Partábgarh 9 out of 12. Again, I examined the entrance class at Fyzabad only a few days afterwards. The Fyzabad class was one of the worst I had ever seen in Oudh, and the Head Master himself showed me, by the recorded results of his own quarterly examination, that my estimate was entirely the same as his own. Yet out of the 13 sent up no less than 10 passed, and 2 of these in the first division,—a brilliant result out of a worthless class which could scarcely answer anything orally in English and failed in most of my questions in Mathematics, History and Geography. The success of the Fyzabad class was as great a surprise to the Head Master as it was to myself. Again, I examined the Lakhimpur class only a few weeks before the University Examination was held. Every one of the students totally failed in Geometry, and I did not find them really intelligent in anything; yet 4 passed out of 8. The Hardoi school has again passed a large number, 7 out of 13. In the previous year it took the lead, and was much complimented on having passed 100 per cent. But the style of the students does not seem to me to be as good as that in certain other schools."

36. The following high schools have succeeded in passing in the Middle Examination over 70 per cent. of their pupils:—

	Per cent.		Per cent.
Farukhabad	79	Jaunpur	71
Bánda	74		

Thus there are only 3 schools against 7 last year which have succeeded in passing over 70 per cent. of their pupils. This depreciation is, however, no doubt due to the changes in the method of examination already noticed.

At the Middle Examination the schools at Fyzabad, Mirzapur, Bánda, Farukhabad, Partábgarh, Unao, Jaunpur and Sitapur acquitted themselves well. On the other hand, Etáwah, Hardoi, Bara Banki, Sháhjahánpur and Rae Bareli showed very defective teaching as measured by the proportion of their candidates who were successful. The greatest failures occurred at Rae Bareli and Sháhjahánpur, where 6 and 4 passed respectively out of 26 and 15 candidates.

Upper and Lower Primary Examination.

37. The general result of the Inspectors' examination of the first classes in the upper and lower primary sections of these schools differ very slightly from that of last year, the percentages of success being 60 and 64 respectively against 61 and 62 last year. It will be seen from the detail given in Appendix VII that the only school which did badly was the school at Aligarh, where only 44 and 32 per cent. of the boys satisfied the Inspector. For further details regarding these schools reference can be made to the appendix. These annual examinations of classes V and VII are of much importance in maintaining the standard of instruction in the primary section of the schools.

State Middle Schools.

38. Of the 12 middle schools shown last year, the schools at Bulandshahr and Fatehpur have been raised to the high standard and are now shown in the list of high schools above. The school at Jhánsi was abolished from February last. The following are the general statistics of attendance and the results of the Middle Examination for the remaining schools:—

State Middle Schools.

School.	Number of scholars in the middle stage, average attendance.		Number of scholars successful at the Middle Examination.	
	1889.	1888.	1889.	1888.
1. Mainpuri	50	35	12	13
2. Budaun	35	41	8	11
3. Muzaffarnagar	34	21	10	4
4. Saháranpur	29	26	8	4
5. Etah	26	23	4	3
6. Bijnor	26	31	7	15
7. Lalitpur	18	10	6	2
8. Kálpi	18	16	5	7
9. Hamírpur	17	16	5	5
Total ...	253	219	65	64

The number of scholars attending the secondary section of these middle schools has thus increased from 219 to 253, an increase of 16 per cent. The increase in the number of successful candidates at the Middle Examination from the Saháranpur, Muzaffarnagar and Lalitpur schools is noteworthy. The average percentage of success for these schools at the Middle Examination being 67, the following percentages above the average show excellent work :—

Percentage of passes at Middle Examination.

Middle Schools.

Sahéranpur (Head Master, Babu Tarni Charan Sanyal, B. A.)	100
Lalitpur (Head Master, Pandit Gaya Prasad, B. A.)	86
Kélpi (Head Master, Babu Gangadhar Mukarji)	83
Hamírpur (Head Master, Babu Sajivan Lal, B. A.)	71
Bijnor (Head Master, Kazi Muhammad Ali)	70

The most unsuccessful of these schools were the schools at Muzaffarnagar and Budaun, which succeeded in passing only 53 and 50 per cent. of their students respectively. In the cases of both these schools this is a continuation of the ill success of the preceding year. The Head Masters, Pandit Kashinath (Muzaffarnagar) and Pandit Badri Narain Misra (Budaun), must be regarded as responsible for these unsatisfactory results.

39. The general result of the Middle Examination of the scholars of the 37 state schools, including the collegiate school at Benares, may be shown as follows :—

Class of schools.	Number of candidates.		Number who passed.		Percentage of passes.	
	1889.	1888.	1889.	1888.	1889.	1888.
High ... North-Western Provinces ...	737	566	398	318	54	56
High ... Oudh	219	208	98	122	45	59
Middle ... North-Western Provinces ...	97	141	65	100	67	71
Total ...	1,053	915	561	540	53	59

The superiority in success of the middle schools as usual is strongly marked, though less so than in the previous year.

40. The following abstract gives the number of scholars on the rolls of these 37 state schools, including Benares Collegiate School, on the last day of March of the last two years. The decrease in the primary section has been explained above.

	1889.	1888.
High section	951	739
Middle do.	2,337	2,016
Total, secondary ...	3,288	2,755
Primary section	4,504	4,686
Total ...	7,792	7,441

The increase in the number of scholars attending the secondary sections will very soon necessitate the closing of admissions to prevent overcrowding, unless indeed the school buildings are extended.

41. The following was the number of free scholars on the rolls on 15th July, 1888, who were admitted into the secondary and upper primary sections under this office Circular No. 15 of 1886 :—

In the high section	55
In the middle section	125
In the upper primary section...	155
Total ...	335

Under the rules 5 per cent. of the scholars are admissible free; the actual number is between 4 and 5 per cent.

42. Mr. Dodd thus sums up the result of his inspections of the zila schools of the 3rd Circle :—

"*Speaking generally of the zila secondary schools* of this circle, a chief and noticed improvement has been in discipline and manners or behaviour. The attention of Head Masters was directed to the defects in these directions, and it is satisfactory to report progress in so desirable a branch of education. In instruction more attention is called for to methods of solution in Mathematics, particularly in Arithmetic. Some further improvement has been effected in the important matter of penmanship, though still, in certain schools, sufficient interest has not been taken in the subject nor due weight attached to it. Progress in writing goes hand in hand with improvement in furniture, and as schools are gradually supplied throughout with good writing desks, more strictness in teaching penmanship may be enforced, and better results be obtained. The teaching of History and Geography in our zila schools has improved but little. Instruction in these subjects has been very mechanical in its nature, teachers being generally content to receive from the pupils passages of the text committed to memory rather than, by an intelligent system of explanation and illustration, to excite an interest in the subject and convey a lively impression of facts in place of allowing the lesson to become a mere exercise of memory of words."

Boarders in Zila Schools.

43. In the following abstract I give the comparative statistics of the number of students occupying quarters in the boarding-houses attached to the zila schools of each division and the fees levied from them :—

Statement of average monthly number of scholars in the boarding-houses attached to the Zila Schools.

Division.	Number of boarders—						Amount of the boarding-house fees credited during the year to Local or Provincial funds.	
	Receiving stipends.		Self-supporting.		Total.			
	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.
							Rs.	Rs.
Meerut	45	58	188	169	233	227	909	552
Agra	41	58	106	111	147	169	748	852
Rohilkhand	41	40	170	157	211	197	1,208	1,087
Allahabad	21	26	96	94	117	120	472	467
Benares	20	16	93	72	113	88	428	323
Jhánsi	6	5	19	20	25	25	...	6
Oudh	37	27	127	111	164	138	517	376
Total ...	211	230	799	734	1,010	964	4,282	3,663

The boarding-houses are yearly increasing in importance. They are now occupied by nearly as many scholars as they can accommodate, and in most of the large institutions many applicants are refused admission for want of room. A code of rules for the administration of these important institutions was submitted to Government during the year under report.

44. As special attention is now being directed to these institutions I give the following detailed report on the subject from Mr. Dodd, Inspector of the 3rd Circle :—

"*The boarding-houses* attached to zila schools continue to contribute in no slight degree to the popularity and success of those educational institutions. *That at Allahabad* is one of the least flourishing of the boarding-houses in the division. This is mainly to be attributed to the fact that the Allahabad zila school is almost entirely attended by boys resident in Allahabad. There are scarcely any pupils from towns or villages in the surrounding districts, and in this respect the Allahabad zila school is peculiar. The monthly average number of inmates for the past year has been below 20. This is a decrease on that of past years, and is partly in consequence of the opening of a new school at Kalakankar, with which are associated two ex-teachers of the Allahabad zila

school, on whose recommendations probably scholarships were offered to attract to the new school boys who were boarders of the Allahabad school. The enforcing of the new latrine arrangements, as required by the sanitary authority, would seem to have been contrary to the wishes of the inmates of the Allahabad boarding-house, some of whom may have left for this reason. The Allahabad boarding-house labours under the disadvantage of neither having any medical attendant nor being situated within easy reach of a dispensary or civil hospital, while the chambers for the boarders' accommodation are particularly uncomfortable and trying in the hot weather and rainy season. Improved and extended accommodation would probably lead to some increase in the number of inmates. *The Cawnpore boarding-house,* which is under the direct control of this department and not under that of the District Board, has always been attractive and flourishing. In the past year there have been 34 inmates, 18 of whom were from the district of Cawnpore, 6 from Agra, 3 from Mainpuri, 3 from Etáwah and one from each of the districts of Fatehpur, Unao, Etah and Muttra. Sanction has been received for the erection of a new boarding-house in extension of the quarters already afforded. The number of boarders will be doubled as soon as the extra building is provided. It is satisfactory to know that the behaviour of the boarders has been exemplary, while among them are found the most diligent readers, and, in consequence, the most successful and promising examinees. With the exception of *four,* the inmates of the Cawnpore boarding-house are self-supporters. *The Bánda zila school boarding-house* has contained 19 inmates during the past year. Of these, 4 were scholars, all others being self-supporting. The accommodation has been greatly improved by the cession, by the municipality, of the Kankar Kothi to the Education Department for the purposes of a boarding-house. This will doubtless attract other boarders, and a considerable addition may now be looked for. In the absence of the 2nd Master, the 4th Master has had charge of the Bánda boarding-house, an arrangement which led to some friction in the management. In the *Fatehpur boarding-house* there are 19 residents, all self-supporters with the exception of *two* boys; twelve only are required to pay the authorized fee of eight annas, the majority being exempted from payment, under the orders of the District Board. The quarters for the residence of the Fatehpur school boarders have long been condemned by all authorities, but as yet there is no sign of providing more suitable accommodation. *The Jaunpur zila school boarding-house* has been occupied during the past year by a slightly smaller number of inmates than in the year previous. This falling off has been in consequence of the levying of rent charges, several boys having left the boarding-house when free residence was no longer allowed. It is the intention of the District Board to erect additional quarters, *viz.,* for Muhammadan boarders. The school being situate in the heart of the city, the compound is exceedingly small and confined, and for any such extension it will be necessary to clear away some of the native buildings, which now so undesirably shut in the school and limit the area for sports or recreation. *The Hamírpur zila school* continues singularly unfortunate in having *no boarding-house* for the accommodation of pupils who have come from a distance. A common village shed, in which three charpoys only can be ranged, gives very imperfect shelter to three resident pupils. Were a suitable building erected, it is probable the Hamírpur school would attract many boarders. The question, however, of Hamírpur continuing to be the sadar station of the district will for the present at least render it unadvisable to lay out any considerable sum in the erection of a boarding-house there. Should the public offices be removed to another part of the district, more central and connected with the Indian Midland Railway, now passing through Kul Pahar, Rath and Panwari, the school also would necessarily have to be reopened elsewhere. *The Mirzapur zila school boarding-house* has numbered an average attendance of 24 inmates: of these, 7 were stipendiaries and 3 wards, the majority being self-supporters. The accommodation consists of a native building, good of its kind, situate in the midst of the city. Any extension, for purposes of improved sanitation or other, would seem impossible, while at the same time no more suitable quarters are obtainable. The only real improvement possible would consist in the erection of a new building, and for this even the obtaining of a site, within reasonable distance of the school, would be attended with much difficulty. *At Ballia* the inmates of *the boarding-house* average 25 for the past year. Hitherto there has been no superintendent or regular management. The Head Master, residing near, has given what care or general supervision his school duties would admit of. For the ensuing year, however, an allotment has been sanctioned for the management of the Ballia boarding-house, and an increase in the number of residents and of income may be looked for. *Speaking generally* of the boarding-houses attached to the zila schools of this circle, progress or improvement may be reported chiefly in the matters of accommodation and sanitation. The several District Boards have been repeatedly addressed on the subject of wants or shortcomings on these points. As affecting discipline and behaviour the boarding-houses may be truly considered a feature, tending regularly, by the example of the inmates, to much moral progress and improvement."

45. The following abstract brings together the comparative statistics of the year ending with March of the state English schools, including the collegiate school at Benares:—

The 37 State English Schools: General Statistics.

Year.	Average number on the rolls monthly during the year.	Expenditure.				
		Public funds.	Fees.	Other sources.	Total.	Incidence per scholar.
		Rs.	Rs.	Rs.	Rs.	
1889	7,787	1,61,640	82,795	7,686	2,52,121	32·4
1888	7,575	1,62,875	79,897	5,984	2,48,756	32·8

The total expenditure on these schools shows an increase of Rs. 3,365 on Rs. 2,48,756, and this increase has been met entirely from fee income and additional allotments from municipal funds and other local sources. The increase under head "Other sources" is confined to the schools of Rohilkhand Division. The state expenditure has been reduced by Rs. 1,235, a result due to the increase under the other heads.

Physical education and the sanitary condition of Schools.

46. Under the directions of this office Circular 18 of 1888 (printed as Appendix VI) systematic attempts are being made to introduce athletic exercises among the scholars in zila schools. It is now a condition of residence in the boarding-house that the boy join in these exercises, and day scholars are persuaded to take part in them. The reports of the Inspectors and my own inspections show that good progress has been made on the lines laid down in the circular, and that a taste is being developed, at least among the younger boys, for physical exercises.

Improvements in the sanitary condition of the school buildings and their surroundings have been made in most districts during the year.

47. Mr. Constable, Inspector of Schools, 1st Circle, writes as follows regarding physical education in his circle :—

"Among the outdoor games and athletic exercises witnessed by me during the cold weather tour, some at some schools and others at others, the following may be mentioned :—cricket, football, lawn tennis, tug of war, running, jumping with and without the pole, wrestling, putting the weight, throwing the cricket ball, fencing, club exercise, horizontal bar exercise and exercise on parallel bars. In some instances, too, rounders, quoits and dumb-bells had been introduced. In every school a cricket club had been formed, and in more than one school two and even three such clubs, whilst very many of the scholars were paying a monthly subscription to the recreation fund. Many inter-school matches were played. Cricket, indeed, seemed to be the favourite game, and numbers entered into it with great zest. In a few cases the cricket field is too small, and in a few others it is too far off. The services of a professional cricketer are much needed at each school to enable the boys to learn the science of the game. At a few schools the services of a professional athlete had already been engaged. It is of extreme importance that the younger teachers should take part in the games and sports, and it is to be hoped that many of the best cricketers and athletes from among the scholars of the present will become teachers in the future, in which case the cause of physical education will be greatly advanced. Some of the scholars had gone in for a course of exercises on the horizontal and parallel bars, and more for other kinds of athletics; but the majority, I observed, were holding back. Practical example will gradually induce a spirit of emulation, and this spirit effectually aroused, the number of athletes will multiply."

48. The following, taken from Mr. Dodd's report, refers to the 3rd Circle :—

"*Physical sports.*—In connection with our zila schools, it may be noticed that the introduction of physical sports and exercises has been received with the greatest interest on the part of the boys. The progress made in the several games, and the growth in skill and in development, shown by the comparative ease with which the physical exercises are now gone through, have been much greater than could ordinarily have been expected. In some towns parents or guardians have expressed their non-approval of the bringing this new element among the subjects or means of education, as being likely to withdraw the pupils' attention from matters more serious and deserving, and to create a distaste, more or less, for study and bookwork. In spite of this discouragement, however, the boys have held on to their games and competition with a tenacity and vigour, unsurpassed, perhaps, in the playgrounds of even schools in England. The Inspector has made it a rule to attend exhibitions of the boys' capabilities in athletics and games in the case of each school: and in one instance, Cawnpore, an entire day was given to the witnessing of contests and adjudging and distributing useful and valuable prizes. An immense concourse of spectators assembled on the occasion, and not only were the friends and guardians of the pupils included, but also a large number of the leading residents of the city and several of the Cawnpore *raises*. In this respect the Cawnpore school is fortunate in its proximity to the Muir Mills. The European foremen or master

hands of that factory visit the school playground after the mills are closed, and encourage and instruct the boys in the very popular game of cricket, and in exercises on the parallel and horizontal bars, a remarkable degree of proficiency in which has been already attained to. The thanks of this department are due, in this matter, in particular to Mr. Walsh of the Muir Mills for the interest he has taken and the time and labour he has given to the physical training of the boys of the Cawnpore school, and to their improvement in games of skill. With the exception of, perhaps, one school only, the boys' subscriptions for prizes and gear for games and sports are willingly contributed. (In Hamírpur, which is a very poor town in every sense, the parents of the boys, rather than the boys themselves, have demurred to the usual monthly contribution of two annas.) The main, and perhaps only real, drawback to full progress in physical sports lies in the limited and even cramped space allotted for playgrounds. This is a difficulty not easy of remedy. The schools are necessarily placed in or near the cities; and sufficiently large areas for playgrounds are either absolutely impossible or are prohibited by the very high rates of land obtaining in and around populous towns. It is hoped that ere long sufficient proficiency in sports will have been arrived at to admit of an annual meeting at the headquarters of each division, or even of the whole circle, at which picked athletes may compete for prizes in trials of strength and skill, as suggested in Circular No. 18 of 1888.

"*Sanitation.*—Improvement in the matter of sanitation, in connection with our schools, during the year under review, has been considerable. This has been effected by an increase of cubic capacity of space and air in class rooms allowed per head, by more ventilation and light, and by bringing the arrangements for latrines and urinals more under the requirements of the sanitary authorities. The increase in the cubic space per head has been obtained by enlargement of, or additions to, the number of class rooms; or, where this was no longer practicable, by the abolition of the lowest primary classes (IX, X), the very elementary instruction of which may now, in most of the chief cities of the districts, be obtained in aided or other feeder schools. In this way the remaining classes could be distributed over wider space with a less vitiated atmosphere. Increased ventilation and light have been obtained by the opening of clerestory windows and the addition of skylights. By repeated applications to District Boards the school latrines and urinals have in most cases either been modified and improved or entirely new ones constructed, to meet the suggestions in the reports by Civil Surgeons or other sanitary officers. The alterations or improvements in this important matter are, however, by no means complete or perfect, and the subject will continue to be brought, where requisite, to the attention and notice of the local governing bodies. A further difficulty consists in the unwillingness of the boys to adopt the arrangements as prescribed in the extract of letter by Inspector-General of Civil Hospitals and annexed to Circular No. 19 of 1887. By the attention of Head Masters, it is hoped that all such prejudices will gradually be made to give way to purposes of health and decency."

School furniture.

49. The furniture and appliances in many of our zila schools are still very defective, and the following remarks taken from the report of the Inspector of the 3rd Circle are applicable generally throughout the province :—

"In the cases of three schools only there have been, during the year, special grants for the supply of school furniture. In most of the other zila schools the furniture is insufficient, and similar grants for the purpose are needed. This is particularly the case in the Fatehpur school, which has been enlarged by the addition of new class rooms, and has an increased attendance, and has been raised to the status of a high school: yet there has been no corresponding addition to the necessary furniture thereby called for. The usual annual allotments under this head are generally enough merely to meet the repairs and renewals necessitated by wear and tear, which in such articles as desks, benches, maps, &c., is always considerable. The complete fitting up of our secondary schools with furniture and apparatus of improved patterns and kinds is very desirable, not merely to aid and ensure progress in lessons and teaching, but as conducive to discipline and order, and to an improved tone in our schools. The minds of pupils are in no slight degree influenced and educated by surroundings of a superior character; and good articles of furniture, even though expensive, should be viewed not merely as such, but as aids to improvement in the higher nature of our school youths, as well as in their intellectual progress."

Aided English Schools.

50. The increase of 7 in the number of these schools shown in the following abstracts is mainly due to the difference of distribution. A school aided as primary is classed as a secondary institution if there are any scholars above the primary stage. The aided high school at Ballia has been transferred to the zila school list. In the annexed table I give the principal statistics for the aided high schools, taken from the Inspectors' annual inspection reports. The city school at Jhánsi has been raised to the status of a high school.

Aided High Schools.

Serial number.	School.	Scholars. Total.	Scholars. In middle stage. Number.	Scholars. In middle stage. Percentage of total.	Scholars. In high stage. Number.	Scholars. In high stage. Percentage of total.	Middle Examination. Number of candidates.	Middle Examination. Number of passes.	Middle Examination. Percentage of passes	Entrance Examination. Number of candidates.	Entrance Examination. Number of passes.	Entrance Examination. Percentage of passes.
1	2	3	4	5	6	7	8	9	10	11	12	13
	UNDER MISSIONARY SOCIETIES.											
1	Centennial, Lucknow	253	48	19	37	15	14	7	50	22	9	41
2	St. John's, Agra	290	54	19	28	10	27	17	63	13	9	69
3	London Mission, Benares	294	49	17	23	8	29	16	55	15	8	53
4	Jamna Mission, Allahabad ...	166	25	15	18	11	14	8	57	15	7	47
5	Mission, Gházipur	209	55	26	26	12	31	11	35	16	6	38
6	Church Mission, Gorakhpur ...	228	66	29	22	10	34	18	53	21	8	38
7	Ramsay, Almora	363	101	28	43	12	54	25	46	24	10	42
8	Jay Narain's, Benares	188	49	26	21	11	13	9	69	14	8	57
9	London Mission, Mirzapur ...	150	30	20	14	9	11	10	91	5	5	100
10	Christ Church, Cawnpore	274	50	18	25	9	20	9	45	15	8	53
11	Rája ka Bazar, Lucknow	101	16	16	12	12	9	1	11	4	4	100
12	Mission, Meerut	198	35	18	16	8	15	11	73	17	8	47
13	Mission, Saháranpur	143	36	25	15	10	24	13	54	6	5	83
14	Church Mission, Azamgarh ...	185	73	39	22	12	32	15	47	14	8	57
15	Mission, Mainpuri	92	16	17	8	9	5	1	20	5	2	40
16	Church Mission, Jaunpur	136	28	21	12	9	12	4	33	6	6	100
17	Mission, Dehra	193	33	17	8	4	12	9	75	5	2	40
18	Ditto, Farukhabad	155	27	17	18	12	13	10	77	13	9	69
19	Ditto, Moradabad	239	38	16	11	5	15	8	53	10	1	10
20	Ditto, Naini Tal	97	21	22	4	4	8	...	...	1	...	...
	Total ...	3,954	850	21	383	10	392	202	52	241	123	51
	UNDER OTHER MANAGEMENT.											
21	Victoria, Gházipur	229	61	27	28	12	28	15	54	12	8	67
22	Ditto, Agra	238	60	25	18	8	29	13	45	9	7	78
23	Bengali Tola, Benares	269	42	16	21	8	17	13	76	6	6	100
24	Lyall, Gonda	163	15	9	14	9	5	2	40	7	3	43
25	Training, Dehra	119	33	28	8	7	9	4	44	7	2	29
26	Jubilee, Lucknow	172	57	33	40	23	40	16	40	20	8	40
27	Ditto, Gorakhpur	187	40	21	15	8	19	11	58	9	3	33
28	City, Jhánsi	108	20	19	8	7	13	4	31	7	5	71
	Total ...	1,485	328	22	152	10	160	78	49	77	42	55
	GRAND TOTAL ...	5,439	1,178	22	535	10	552	280	51	318	165	52

Comparing these with the table at page 26 of my last report, I find the attendance in the high section has risen from 496 to 535, but the middle section has remained practically stationary.

At the matriculation examinations the success of the mission schools in Saháranpur, in Rája ka Bazar, Lucknow, in Mirzapur and Jaunpur and the Bengali Tola, Benares, deserves special notice. In the case of the last two this was a continuation of the good results of last year. The failure of the mission school, Moradabad, and the Training School, Dehra, at this examination, and that of the mission school, Naini Tal, at both the public examinations, is not creditable to the teachers.

51. The following is a comparison of the results of the public examinations of the candidates from the high schools, both Government and aided, during the last three years :—

Percentage of successful candidates.

Class of schools.	Entrance.			Middle.		
	1889.	1888.	1887.	1889	1888.	1887.
State High	71	49	73	52	57	58
Aided { Under missionary societies ...	51	38	47	52	48	45
Aided { „ other „ ...	55	33	56	49	46	44

52. In the following abstract are given the principal statistics of attendance at the aided middle schools taken from the annual inspection reports :—

Aided Middle Schools.

Serial number.	School.	Scholars.			Results of Middle Examination.		
		Total average attendance.	Average attendance in secondary classes.	Percentage of scholars in secondary classes.	Number of candidates.	Number who passed.	Percentage of passes.
	UNDER MISSIONARY SOCIETIES.						
1	Nakhas, Lucknow	189	39	21	12	7	58
2	City Mission, Bareilly	111	22	20	13	1	8
3	Paori Mission	181	24	13	12	5	42
4	Basti ditto	163	33	20	11	7	64
5	Sadar Bazar, Lucknow	87	8	9	...	...	...
6	Katra Mission...	71	10	14	11	4	36
7	Budaun ditto	65	12	18	5	3	60
8	Sambhal ditto	34	8	24	5	2	40
9	Dwarahat ditto	96	16	17	8	2	25
10	Khairabad ditto	66	7	11	2	1	50
11	Chunar ditto	53	9	17	7	4	57
12	Srinagar ditto	68	14	21	6	2	33
13	Jahanabad ditto	58	13	22	2	...	...
14	Lodhipur ditto	136	30	22	11	4	36
15	Thompsonganj ditto	52	5	10	3	1	33
16	Central Cawnpore ditto	87	25	29	8	2	25
17	Generalganj, Cawnpore	146	18	12	10	2	20
	Total ...	1,663	293	18	126	47	37
	UNDER OTHER MANAGEMENT.						
18	Mufid-i-Am, Agra	386	88	23	35	14	40
19	Committee's, Fatehgarh	122	31	25	15	8	53
20	Háthras, Municipal	94	22	23	12	10	83
21	Devanagri, Meerut	70	9	13	10	1	10
22	Colonelganj, Allahabad	107	21	20	21	9	43
23	Amroha Municipal	118	18	15	15	5	33
24	Orman, Roorkee	105	9	9	6	1	17
25	Chashmai Rahmat, Gházipur	44	16	36	13	6	46
26	Orai Subscription	50	10	20	7	7	100
27	Khattri Pathsala, Lucknow	122	18	15	8	2	25
28	Karwi	23	10	43	5	3	60
29	Gyanpur	97	18	19	6	2	33
30	Bhinga	55	6	11	4	...	...
31	Deoria	45	7	16	2	1	50
32	Mahmudabad	55	6	11	1	1	100
33	Kúnch	37	3	8	3	1	33
34	Kakori, Lucknow	40	9	23	7	...	...
35	City, Allahabad	284	65	23	48	16	33
36	Cantonment, Meerut	148	26	18	10	1	10
37	Kashipur, Municipal	64	1	2	...	...	...
38	National, Azamgarh	43	15	35	12	3	25
39	Harish Chandra, Benares	121	7	6	...	...	...
	Total ...	2,230	415	19	240	91	38
	GRAND TOTAL ...	3,893	708	18	366	138	38

As shown by the test of public examination the work of these schools has been inferior. The truth is that the majority of these schools aim at the middle standard without possessing an adequate staff, and most of them are fit only to teach to the upper primary standard. The results at the Bareilly, Jahanabad and Cawnpore mission schools and at the Devanagri and Cantonment Meerut and Bhinga schools were very unsatisfactory, while the schools at Basti, Háthras and Orai did well.

53. In the subjoined abstract I bring together the general statistics for the aided English schools for the last two years :—

Aided English Schools.

	Mission Schools.		Schools under other management.		Total.	
	1889.	1888.	1889.	1888.	1889.	1888.
Number of scholars in high stage	383	350	152	146	535	496
Ditto middle do.	1,143	1,094	743	675	1,886	1,769
Average total attendance, including primary sections.	5,617	5,522	3,715	3,304	9,332	8,826
Candidates at Entrance Examination... ...	241	164	77	75	318	239
Ditto who passed	123	62	42	25	165	87
Percentages of passes	51	38	55	33	52	36
Candidates at Middle Examination	518	467	400	336	918	803
Ditto who passed	249	216	169	163	418	379
Percentages of passes	48	46	42	49	46	47

This table shows satisfactory progress to have been made. The average attendance in each section has increased; the candidates, passes and proportion of success have improved.

54. In the annexed abstract I give the principal statistics for the three aided collegiate schools, together with those of the state collegiate school at Benares, for the last two years :—

Aided Collegiate Schools.

School.	Year.	Scholars on the rolls on 31st March.		Results of the Middle Examination.			Results of the Entrance Examinations.		
		In middle stage.	In high stage.	Number of candidates.	Number who passed.	Percentage.	Number of candidates.	Number who passed.	Percentage.
Canning ...	1889...	5	86	5	1	20	55	27	49
	1888...	7	107	5	3	60	51	28	55
Agra ...	1889...	182	127	62	27	44	55	26	47
	1888...	153	95	55	19	35	60	25	42
M. A.-O., Aligarh...	1889...	57	56	3	1	33	37	29	78
	1888...	55	55	5	2	40	34	17	50
Benares (State) ...	1889...	182	111	79	50	63	54	44	81
	1888...	161	85	74	51	69	43	25	58

Here, again, the superior success in the examinations of the state institution is striking. The Agra Collegiate School shows a considerable improvement in the instruction of the middle stage during the year. At the Entrance Examinations its success this year is an improvement over last. At the examination of the University of Allahabad, of the 35 candidates 21 or 60 per cent. were successful. The results of the Entrance Examination of the candidates from the Canning Collegiate School was comparatively unsatisfactory.

55. In the following abstract I give a comparison of the results of the examinations of the candidates from the several classes of these schools above dealt with :—

Results of the public examinations, 1889, *of the scholars in the English schools.*

	Middle, 1889.			Entrance, 1889.		
	Candidates.	Passes.	Percentage.	Candidates.	Passes.	Percentage.
High — State	877	446	51	463	331	71
High — Mission aided ...	392	202	52	241	123	51
High — Other aided ...	160	78	49	77	42	55
Middle — State	97	65	67	...	...	...
Middle — Mission aided ...	126	47	37	...	...	...
Middle — Other aided ...	240	91	38	...	...	...
Aided Collegiate	70	29	41	147	82	56

56. The following is a comparative statement of the expenditure on secondary English schools of all classes :—

Comparative statement of expenditure on Secondary English Schools for native boys.

	Number of institutions.	Number of scholars.*	Expenditure. Absolute amount. Public funds.	Municipal funds.	Fees.	Other sources.	Total.	Proportions. Public funds.	Municipal funds.	Fees.	Other sources.	Incidence of expenditure per scholar. Public funds.	Total expenditure.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Aided ... 1889 ...	70	12,472	1,09,540	26,499	76,893	84,649	2,97,581	37	9	26	28	8·8	23·9
Aided ... 1888 ...	73	13,055	1,10,607	23,582	75,244	80,775	2,90,208	38	8	26	28	8·5	22·2
Aided ... 1887 ...	65	12,139	1,05,202	16,267	57,611	81,395	2,60,475	40	7	22	31	8·7	21·5
State ... 1889 ...	37	7,787	1,53,785	7,855	82,795	7,686	2,52,121	61	3	33	3	19·7	32·4
State ... 1888 ...	37	7,575	1,55,465	7,410	79,897	5,984	2,48,756	63	3	32	2	20·5	32·8
State ... 1887 ...	37	8,122	1,54,486	6,003	74,641	5,732	2,40,862	64	3	31	2	19·0	29·6
Total ... 1889 ...	107	20,259	2,63,325	34,354	1,59,688	92,335	5,49,702	48	6	29	17	13·0	27·1
Total ... 1888 ...	110	20,630	2,66,072	30,992	1,55,141	86,759	5,38,964	49	6	29	16	12·9	26·1
Total ... 1887 ...	102	20,261	2,59,688	22,270	1,32,252	87,127	5,01,337	52	5	26	17	12·8	24·7

* Average number on the rolls monthly during the year.

Thus in the aided schools the average cost per pupil is higher than in 1887 or 1888, but the cost to the state is nearly stationary. The higher cost in the state schools may be partly ascribed to the closing of admissions into the primary sections and the increase of the scholars in the secondary stage, where the annual average expenditure per pupil is very much higher. The gradual decrease in the proportion paid from public funds, due to the increase in the fee receipts and municipal allotments, is noticeable. The cost per pupil on the total has risen from 24·7 to 27·1. It will be seen from the following abstract, which gives the number of scholars in these schools on the last day of March, 1887 and 1889, that this increase is due to the fact that the education paid for was of a higher standard :—

	Number. 1889.	Number. 1887.	Proportion. 1889.	Proportion. 1887.
Secondary classes	6,817	5,651	34	28
Primary "	13,532	14,385	66	72
Total ...	20,349	20,036	100	100

The advance made in English education during the year must be pronounced to be eminently satisfactory.

Administrative changes.

57. Two administrative changes of importance were introduced during the year. The minimum rate of fees levied in the English or Anglo-vernacular schools, Government and aided, was slightly raised in the upper primary section. The revised rules on this subject are printed in Appendix No. VIII. The new scale, however, did not come into force until after the close of the year under report. The other change of importance was the issue of directions for the use of "Scholars' Registers" (see Appendix No. IX). This necessitated a revision of the rules regarding the Admission and Promotion Register and the Inter-School Rules. The result of these regulations, which came into effect from the 1st July, with the new school year, will be given in my next report.

SECONDARY VERNACULAR SCHOOLS.

58. The principal institutions in these provinces imparting secondary education in vernacular purely are the state schools with middle classes. These are supervised and inspected by the divisional Assistant Inspectors and the district Deputy Inspectors, and the efficiency of their management is tested by the results of the Middle Examination. The decrease of 33 in the number of these schools, from 389 to 356, is due to measures taken under Circular No. 10 of 1887, printed in Appendix VIII of my last year's report.

Tahsili, Town or Pargana Schools.

Excluding those halkabandi schools in which the middle section is maintained without due provision for instruction, the number of tahsili and town schools proper has been returned as 283, only 3 less than in the preceding year.

The details of the classification and attendance in each district are given in Appendix No. X, and in Appendix No. V will be found details regarding the results of the public examination of the schools.

The number of pupils enrolled in the classes of these schools on a fixed date during each of the last two years was as follows :—

	Class.		Year. 1889.	1888.	Difference.
Middle section ...	I	...	2,940	3,638	− 698
	II	...	2,879	2,674	+ 205
Upper primary ...	III	...	2,293	2,703	− 410
	IV	...	2,970	3,408	− 438
Lower ...	V	...	3,418	3,932	− 514
	VI	...	3,611	4,466	− 855
	VII	...	6,150	7,398	−1,248
	Total	...	24,261	28,219	−3,958

The decrease in the number enrolled amounts thus to 3,958 scholars, which is distributed through all the seven classes except the second, in which a slight increase has occurred. This increase is due to the rule, now generally enforced for the first time, under which no scholars can be promoted to the first class until they have passed the standard of the second. This rule has kept down an unusually large number of boys in the second class and has also prevented the admission into the first class of many young men whom the middle school teachers formerly allowed to join this class in the hopes of getting through the Middle Examination by some fortunate chance.

The following abstract shows that the decrease in the number of scholars in the secondary section has occurred in every division of the province except in Allahabad, and that this decrease has been attended by improved instruction. As tested by the results of the Middle Examination, the improvement of the Oudh schools under the experienced Inspector, Mr. Nesfield, and that of the Benares schools under Pandit Lakshmi Sankar Misra, are very striking and are highly creditable to them.

Tahsili or Town Schools.

Division.	Number in secondary classes.		Results of Middle Examination. Number of candidates passed.		Percentage of passes to candidates.	
	1889.	1888.	1889.	1888.	1889.	1888.
Oudh	1,430	1,511	318	266	75	60
Allahabad	1,045	936	289	249	67	63
Benares	815	947	310	190	72	38
Rohilkhand...	810	995	245	227	58	45
Meerut	798	803	282	212	61	54
Agra	755	948	255	249	67	55
Jhánsi	88	101	39	41	78	82
Kumaun	78	71	24	21	69	62
Total ...	5,819	6,312	1,762	1,455	67	53

59. Regarding the reduction in the number of the village schools teaching the secondary standards in the Rohilkhand Division, Munshi Piaray Lal, the Assistant Inspector, writes as follows, and the remarks are equally applicable to the other divisions where these classes have been closed :—"There has been a decrease from 60 to 49 schools, 11 schools in all. These were halkabandi schools professing to teach up to the Middle Class standard. As far as my experience goes, the majority of these institutions have never been anything but middle schools in name. They have passed, merely at random, a boy or two in the Middle Class Examination, doing this at the sacrifice of the lower classes. Four of these quasi-middle schools were in the Bareilly district." Regarding the decrease in the number on the rolls, he writes :—"The decrease under enrolment and average daily attendance is due to (1) transfer of the eleven schools mentioned above to the primary grade, (2) to enhancement of the rates of fees during the second half-year, (3) to the stoppage of admissions for want of accommodation in many of the town schools and (4) to strict injunctions issued to Deputy Inspectors and teachers to use great discretion at the time of admitting and promoting boys. During the cold weather tour it was noticed that many of the boys who, though quite able to pay the enhanced rates of fees, had withdrawn as a threat to the teacher or rather to the Educational Department, had commenced to come back after staying away for a month or so. Many of the schools being overcrowded, it was considered advisable to stop admissions altogether. For instance, the tahsíli school building at Bareilly having been found quite insufficient to accommodate so large a number, an order restricting admissions was issued to the Deputy Inspector. During the touring season of 1887-88 I had often noticed that wholesale promotions had been made from the lower to the upper section and from the latter to the middle department, apparently without any regard to the capabilities of the boys; that the standard laid down had not been attained, and the classification showed utter want of system; that many of the teachers could hardly do justice to the boys preparing for the Middle Class Examination, and that the examinations held by some of the district inspecting officers had been perfunctory."

60. Thus the reduction in the attendance in these schools has been due to many concurrent causes. It has been necessary to check admissions to put a stop to the dangerous overcrowding, to which attention had been called by the medical authorities and the officers of this department. Unless measures are taken to extend the school room, for which, however, no funds appear to be available, it will be necessary to close the primary classes in some of the schools, and thus effect a further check on the evil. The middle classes have been closed, which were found as excrescences on primary school classes, for which there was no teaching staff except that which was withdrawn from the primary sections. Departmental rules have checked the admission into the higher classes of lads who would not join the lower classes, for which only their attainments qualified them. But the main cause of the decrease is to be found in the enhancement of the scale of fees under the orders of the District Boards in consultation with this Department. The monthly fees in these schools were fixed under G. O. No. 157 of 7th May, 1877, as follows:—

	Classes 1 *and* 2.	*All classes below.*
Lower scale	2 annas.	1 anna.
Higher „	4 „	2 annas.

Regarding the general question of levying a full scale of fees for secondary education, I need say nothing here: the question has been disposed of by the Report of the Education Commission and the Resolutions of Government dealing with it. Regarding the present case, I may explain that the above scale of fees was fixed twelve years ago, when there was comparatively little demand for education of the kind given in these schools, which prepare the great majority of candidates for the public Middle Examination, the lowest qualification now required for Government service. It was clear also that the number of pupils attending these schools had become so large that the teaching staff sanctioned and the school accommodation provided were totally inadequate. No funds could be expected from Government to engage the extra staff required, nor to extend the buildings, except, to some extent, to supplement local resources. The obvious action was therefore to enhance the merely nominal fees, which were introduced more than a decade previously: this would either reduce the number attending the schools to a number more near to that for which the staff and accommodation were sufficient; or if it did not, would furnish the funds needed for the engagement of the staff required, and prove the existence of an effective demand for *secondary* education in the vernacular, which would justify an application to Government for grants to supplement local resources for the extension of the school room. The attention therefore of District Boards was called to the subject, and the following scale of monthly fees was recommended to them for adoption in the *secondary* vernacular schools under their control :—

	Middle section, classes I and II.	Upper primary section, classes III and IV.	Lower primary section, classes V—VII.
	As.	As.	As.
In schools at headquarters of the district ...	6	4	3
Ditto elsewhere	4	3	2

It was recommended that these rates should be prepaid monthly, and, unless paid within the first week of the month, the scholar's name should be struck off the school roll. The proportion of free scholars suggested was one-fifth, or 20 per cent. of the number on the rolls.

These recommendations have been very generally acted on by the District Boards; a higher scale of fees *regularly* levied has taken the place of a merely nominal charge, often not levied at all. The result has been as might have been anticipated; there has been a general reduction in the attendance. Speaking generally however, I do not think this is a cause for regret. The existing accommodation is still crowded in excess of the limits required by sanitation; the teaching staff in the North-Western Provinces is still much below that needed for properly teaching this multitude of scholars, and the scholars excluded are therefore those for whom there were neither teachers nor school room, and whose attendance therefore tended to deteriorate the education and health in the schools. These schools, like all other Government schools, must be restricted to the number of scholars who can be properly taught and accommodated. It is no doubt to be regretted that the provincial funds do not admit of supplying means to develop these schools indefinitely; but the fact must be accepted, and the best possible result attained with the means placed at our disposal. Before the numbers in these schools can be allowed to reach their former magnitude, extra establishment and extra accommodation must be provided. From our experience of the introduction of enhanced fees into the English schools however, I have little doubt the numbers will swell rapidly again, and that the lower classes in these schools will have to be closed to make room for the scholars in the secondary stage.

61. In the following table the districts of each division are classed in the order of their success of their town schools at the Vernacular Middle Examination of 1889 :—

		Percentage of successful candidates.	
		1889.	1888.
	Meerut Division.		
1.	Sahâranpur	76	51
2.	Meerut	70	52
3.	Dehra Dún	67	50
4.	Muzaffarnagar	62	65
5.	Aligarh	57	57
6.	Bulandshahr	50	44
	Agra Division.		
1.	Etáwah	87	61
2.	Etah	72	47
3.	Agra	70	71
4.	Farukhabad	65	65
5.	Muttra	62	46
6.	Mainpuri	54	50
	Rohilkhand Division.		
1.	Budaun	72	45
2.	Pilibhít	65	50
3.	Sháhjahánpur	59	52
4.	Bijnor	56	58
5.	Moradabad	54	40
6.	Bareilly	53	30
	Allahabad Division.		
1.	Cawnpore	85	72
2.	Hamírpur	75	40
3.	Fatehpur	65	66
4.	Allahabad	61	77
5.	Jaunpur	59	63
6.	Bánda	58	43
	Benares Division.		
1.	Azamgarh	89	58
2.	Basti	73	35
3.	Mirzapur	72	47
4.	Ballia	71	43
5.	Benares	69	37
6.	Ghâzipur	67	25
7.	Gorakhpur	61	32
	Oudh Division.		
1.	Lucknow	97	53
2.	Fyzabad	90	71
3.	Hardoi	82	63
4.	Unao	80	61
5.	Rae Bareli	79	58
6.	Bahraich	75	83
7.	Sultánpur	72	89
8.	Sitapur	71	53
9.	Gonda	67	32
10.	Bara Banki	67	75
11.	Partábgarh	65	45
12.	Khori	61	68

The most successful districts in the province were Lucknow, Fyzabad and Azamgarh. The improvement in the results of every district of the Benares Division is noticeable.

62. Regarding the very high standard of success now attained by the middle vernacular schools in Oudh Mr. Nesfield, the Inspector of the Division, writes,—"The tuitional results as tested by the Middle Examinations are better this year than they have ever been before, which may partly be ascribed to the fact that students work harder when they pay more for the instruction imparted. This, however, is not the main reason. As I have explained in my reports for several years past, these schools were at first quite unable to cope with the novelty of the examination which was suddenly enforced upon them in 1877, when the two provinces were amalgamated. It has been a work of time to get the teachers prepared to teach this standard, and their old methods laid aside: and this process was not even commenced till 1880, for, when I returned to Oudh in November, 1879, I found the old curriculum still hanging on the school walls, and the old books still in use. For several years past the schools have been gradually showing better results in their final examination, which is somewhat erroneously called the middle class. The primary classes in these secondary schools are no less efficient than the middle ones. They are tested in the annual centre examinations in company with any village schools that can be brought to the same centre. The competition which is thus aroused between the village and town schools is beneficial to both, and it is a great saving of time and trouble to the Deputy Inspector to be able to examine both classes of schools by the same standard."

63. In the next abstract I give the number of boarders attending these schools:—

Average number of scholars in residence monthly in tahsili school boarding-houses.

Division.	Number of boarders.					
	Receiving stipends.		Self-supporting.		Total.	
	1889.	1888.	1889.	1888.	1889.	1888.
Meerut	63	75	135	113	198	188
Agra	111	180	113	206	224	386
Rohilkhand...	53	15	97	14	150	29
Allahabad	261	292	423	304	684	596
Benares	194	211	349	393	543	604
Jhánsi	33	23	13	17	46	40
Kumaun	...	...	...	...	...	...
Oudh	82	70	285	241	367	311
Total ...	797	866	1,415	1,288	2,212	2,154

The considerable increase in the boarders attending the schools of the Rohilkhand Division is due to the establishment of new boarding-houses. A code of rules for the management of these institutions has been submitted to Government.

64. The following statement gives the statistics for the vernacular secondary schools during the last three years. The increase of public and total expenditure on aided schools is due to the raising of 4 primary schools to the secondary status. The falling off in the proportion of public expenditure in the state schools and on the total is occasioned by the enhanced fee income. The higher rate of incidence per scholar in the state schools is mainly due to the weeding out of schools and scholars above referred to.

Comparative statement of expenditure on secondary vernacular schools for native boys.

		Number of institutions.	Number of scholars.*	Expenditure.									Incidence of expenditure per scholar.	
				Absolute amount.					Proportions.					
				Public funds.	Municipal funds.	Fees.	Other sources.	Total.	Public funds.	Municipal funds.	Fees.	Other sources.	Public funds.	Total expenditure.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Aided	1889	16	1,381	5,952	690	1,788	6,567	15,003	40	4	12	44	4·3	10·9
	1888	12	1,060	4,980	870	1,211	5,304	12,371	40	7	10	43	4·7	11·7
	1887	14	1,297	4,578	870	1,230	5,548	12,232	38	7	10	45	3·5	9·4
State†	1889	356	30,316	1,31,637	4,608	27,056	2,068	1,65,369	80	3	16	1	4·3	5·5
	1888	389	34,431	1,39,368	5,097	19,618	3,130	1,67,213	83	3	12	2	4·0	4·9
	1887	437	36,612	1,48,282	5,154	17,502	3,421	1,74,359	85	3	10	2	4·1	4·8
Total	1889	372	31,697	1,37,589	5,304	28,844	8,635	1,80,372	76	3	16	5	4·3	5·7
	1888	401	35,491	1,44,348	5,978	20,829	8,434	1,79,584	80	3	12	5	4·1	5·1
	1887	451	37,909	1,52,860	6,030	18,732	8,969	1,86,591	82	3	10	5	4·0	4·9

* That is, average number on the rolls monthly during the year.
† Including halkabandi schools with middle classes.

It should be noted that among the aided schools in the above statement are included the aided Sanskrit and Arabic schools as well as those teaching up to the middle vernacular standard. The incidence per scholar in these schools is not therefore comparable with that in the state schools.

65. In the subjoined abstract I sum up the statistics for the secondary schools for native boys during the last two years. It will be seen that there has been a general decrease in the public and total expenditure on these schools, while the fee income has risen considerably from Rs. 2,28,853 to Rs. 2,36,671, an increase of about Rs. 8,000. The decrease in the attendance is restricted entirely to the middle vernacular schools and is due to the causes already explained.

Public secondary schools for boys.

Class of school.		Number of institutions.	Number of scholars.	Expenditure.				
				Public revenues.	Municipal funds.	Fees.	Endowments, &c.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs.
State ...	1889 ...	410	39,572	2,88,098	26,062	1,13,004	10,381	4,37,545
	1888 ...	443	43,456	2,97,344	24,220	1,02,437	9,381	4,33,382
Aided ...	1889 ...	97	14,767	1,44,932	23,949	1,20,830	1,58,652	4,48,363
	1888 ...	97	14,989	1,44,872	22,229	1,22,632	1,61,351	4,51,084
Unaided...	1889 ...	13	1,290	...	...	2,837	10,856	13,693
	1888 ...	16	1,498	...	...	3,784	12,820	16,604
Total ...	1889 ...	520	55,629	4,33,030	50,011	2,36,671	1,79,889	8,99,601
	1888 ...	556	59,943	4,42,216	46,449	2,28,853	1,83,552	9,01,070

Aided oriental schools.

66. There are 16 aided schools connected with this Department teaching oriental classics. There are also departments for instruction in Sanskrit and Arabic attached to the zila school at Mirzapur and some of the aided English schools. Much difficulty has been experienced in dealing with these schools owing to the absence of any recognised standards of instruction by which their work could be tested. As noticed in para. 24 above, this defect has now been remedied by the issue of a scheme of studies, which all Sanskrit and Arabic schools are required to adopt, if they accept aid from this Department. The rules are printed in Appendices Nos. XI and XII. They have been found generally acceptable in the schools to which they apply.

B.—Primary Schools for Native Boys.

The village or halkabandi schools.

67. The state of education in these schools is shown for each district in the statements of Appendix XIII, giving the distribution of the scholars in each of the five classes. In the subjoined abstract I give the general statistics for the province:—

The village or halkabandi schools.

	Numbers of scholars on the rolls.		Number to 100 in class VII.	
	1889.	1888.	1889.	1888.
Class III	8,833	12,138	14	17
„ IV	17,546	19,830	27	28
„ V } Lower Primary	22,808	23,696	36	33
„ VI }	25,373	28,956	39	40
„ VII }	64,562	71,141	100	100
Total ...	139,122	155,761	...	...

68. The variation in the returns for the upper primary section in each division is seen from the following abstract:—

Number of scholars in the upper primary section of village schools on the 31st of March.

Year.	Oudh.	Benares.	Allahabad.	Meerut.	Rohilkhand.	Agra.	Kumaun.	Jhánsi.	Total.
1889	7,992	4,218	4,072	3,303	3,059	2,585	678	522	26,379
1888	8,956	5,867	4,995	3,936	3,653	3,339	670	552	31,968

69. Thus the number on the rolls of the village schools on the 31st March last was 139,122, less by 16,639 than on the same date of the preceding year, a decrease of 10 per cent. Taking the figures for the North-Western Provinces separately from those of the Oudh districts we have a decrease of 11,701, and in the Oudh districts a decrease of 4,938, the rate being 10 per cent. in the North-Western Provinces and 13 per cent. in Oudh.

The following is a detailed statement of the diminution in each class :—

		Class 7.	Class 6.	Class 5.	Class 4.	Class 3.	Total.
Oudh ...	1888 ...	17,444	7,589	4,893	5,009	3,947	38,882
	1889 ...	14,636	6,862	4,454	4,556	3,436	33,944
Decrease ...		2,808	727	439	453	511	4,938
N.-W. P.	1888 ...	53,697	21,367	18,803	14,821	8,191	1,16,879
	1889 ...	49,926	18,511	18,354	12,990	5,397	1,05,178
Decrease ...		3,771	2,856	449	1,831	2,794	11,701
Total Decrease ...		6,579	3,583	888	2,284	3,305	16,639

The irregularity in the distribution of the loss between classes 5 and 4 in the North-Western Provinces is due to the rule by which the teachers can themselves promote from class 6 to 5, but not from class 5, the standard of which is the lower primary examination. Again, the excessive loss in class 3 is due to the closing of this class in many schools for which no assistant could be provided. The distribution of the loss will be best displayed by the following grouping of the classes :—

		Loss.	Percentage of loss.
Class 7	Oudh	2,808	16
	North-Western Provinces ...	3,771	7
Classes 6 and 5	Oudh	1,166	9
	North-Western Provinces ...	3,305	8
Classes 4 and 3	Oudh	964	11
	North-Western Provinces ...	4,625	20

The causes of these differences in the distribution of the loss are not far to seek. The rules regarding promotions have been for the first time strictly enforced throughout the districts in the North-Western Provinces: no scholar can be promoted from class 5 into class 4 until he passes the annual examination held by the Deputy Inspector of Schools, and this examination has been strictly conducted throughout the province; hence a check in promotions has occurred, and the vacancies in classes 4 and 3 have not been filled up. The greater proportion of the losses in Oudh in class 7, the alphabet class, is due to the relatively wider extension of the imposition of fees in this part of the province, for this class, in which a large proportion of the children are merely nominal learners, will be always the first to be thinned by the demand of a fee.

70. Regarding the causes which have brought about this decrease in the number of scholars on the rolls, Mr. Nesfield, Inspector of Schools, Oudh Division, has furnished a note from which I extract the following:—

"*Village Schools.*—The decrease in the enrolment on 31st March at these schools is 4,938. The causes have been touched upon, but only cursorily, in the reports by Assistant Inspectors. If the subject is examined more closely, the causes of the yearly recurring decrease might, I think, be considered as partly social, partly departmental and partly physical. I do not see that the Inspector or his Assistants have any control over any of them.

"A considerable change in the manners and tastes of the people is, as might be expected, taking effect under British rule. The example of cities and towns is permeating more and more to villages. For instance, there is greater competition in dress. Men spend more than they used to do for the sake of appearance in public, and what they now buy are not the country made stuffs, which are coarse, but very durable, but the thinner and less durable materials which come from England and which, though bought at a cheaper rate, are more expensive in the end, because they

do not last so long. Men are not contented, as they once were, with the country oil for light during the night. They are acquiring a preference for kerosine oil. This oil is a temptation because it is cheaper, but it leads to the additional cost of a lamp of some kind in which such oil can be burnt. In the public festivals or holidays there is more competition for display of every kind, and this of course entails more expenditure. Men are beginning to use shoes and umbrellas who formerly considered such articles quite unnecessary. The means of communication have been so greatly improved and are so much better protected against burglars that men are under a greater temptation to travel. Litigation grows apace, which is rather favoured than otherwise by the facilities held out by the courts. A peon, when he brings a notice from the court, expects to be fed by the house to which it is brought. Again, it is becoming the fashion, owing to the facilities held out by the post-office, to write letters to friends at a distance; but letters are almost always sent 'bearing' when they are addressed to a village, and the recipient has therefore to pay highly for the pleasure of receiving a letter, besides having to give a meal to the peon who brings the letter. But while temptations to increased expenditure are springing up on every side, there is not the same evidence, in villages at least, of increased incomes or new means of earning a livelihood. In villages the only industry worth considering is agriculture, and in this the same competition has sprung up as in other directions. Land lets at higher rent than it formerly did; and so of Indian villages it might be said, as was once said of Rome, *Hic vivimus ambitiosa paupertate omnes.* This is of course a very cursory and incomplete sketch of the social changes at work under British rule; and my only object in alluding to them is to show that when there is a greater drain of expenditure into other channels, a smaller margin is left for education.

"Then as to the Educational Department itself. For several years past the village schools have been becoming more and more perfectly organized, and the teaching made more and more complete. The curriculum is far more substantial than it was. New subjects, such as Mental Arithmetic, Sanitation, Rent and Revenue Law, Mensuration, the study of court papers, have been added. The standards for the two chief grades, the upper primary and the lower primary, have been much more clearly defined, and the annual examination in these standards is much more perfectly carried out. Registers of admission and attendance are more strictly kept. The conditions of admission and the rules about attendance are not only more strictly defined, but more strictly enforced. The names of irregular students are struck off. Those who fail to obtain promotion within the maximum time granted for so doing are not allowed to remain in the school. The books prescribed for each class are more in number than they used to be, and no student can remain in the class unless he provides himself. The books, too, are better printed and on better paper, and are therefore more expensive. All these things tend to thin the attendance, although the number of *learners* may be greater and the quality of the instruction much better. Last year two new measures, both of great importance, were brought into force. One was the scheme of graded salaries, in accordance with G. O. No. $\frac{1107}{X-10}$, dated 16th March, 1886. The scheme which I prepared received the sanction and approval of the Chairmen of the Boards, the Commissioners of Divisions, and the Director of Public Instruction. Since so much steady and methodical work is now expected of village school teachers, it was necessary to improve their position by paying them better and fixing their salaries at certain grades. But this could not be effected without breaking up 176 of the least successful schools in the twelve districts of Oudh, which has of course reduced the enrolment at close of the year. The other measure brought forward last year was the plan of imposing a regular fee charge upon students attending village schools. Two of the twelve districts of Oudh had introduced a fee system a year or two before the Director's circular came out. Four more districts now adopted the Director's proposal, and the immediate result in these four districts was the falling off in attendance of 494 students. If the other six districts had adopted the plan recommended to them, there would at the same rate have been an additional decrease of 741, making a total decrease from this cause only of 1,235. In all the measures which have been here roughly enumerated the effect of the departmental policy is to raise the tone of the schools in every respect, and to bring them almost up to the level of the Board schools in England." "Owing to the causes sketched in the previous paragraph, it is not so easy as it was for tenants and small landlords to find the means for hiring field labourers; and men of the class of field labourers are less and less disposed to acquiesce in their traditional position as serfs and to hold the plough for nothing. Consequently the sons and nephews are sent to work in the fields instead of being sent to school. This, as I have been informed by a Chattri, on whose intelligence I can rely, is especially the case among men of his own caste. Here another consideration comes into play. It has been found, and very naturally, that boys who work for the upper primary examination, and who therefore remain at school till they are from 13 to 15 years of age, are not merely averse to field labour, but physically unfit for it. Not one in a hundred of such boys can get literary employment. So they stay idling at home, and many parents have seen reasons to regret that they ever sent their sons to school.

"As to the physical causes I have only to say, and this subject to correction, that the epidemic diseases seem to have become more prevalent than they were. I seldom go anywhere in camp but I hear of measles or small-pox or fever or cholera having broken out. Perhaps the deaths are not more numerous than they were; of this I know nothing; but wherever such diseases exist, whether the mortality is great or small, schools suffer. In the Bahraich district, as the Assistant Inspector reports, there was a severe epidemic of fever and a slighter one of cholera at the very time when the annual centre examinations were being held, and students were often taken sick during the examination and had to be carried home.

"As regards the scheme of graded salaries alluded to, I think it necessary to enter into a few details as to enrolment and attendance. At the end of March, 1888, the number of village schools was 1,032, the enrolment on the same day 38,882 and the daily attendance for the year 31,484. On the last day of March, 1889, the number of village schools was, as has been already reported, 856, the enrolment on the same day was 33,944 and the daily attendance for the year 29,274. There was thus a decrease of 176 in the number of schools, of 4,938 in the enrolments on the last day of March, and of 2,210 in the daily attendance for the year. Thus in the year 1887-88 the average enrolment per school was 38 and the daily attendance 31, while in the year 1888-89 the average enrolment per school was 39 and the daily attendance 34. There is therefore a slight improvement in the enrolment, and a decided one in the daily attendance, for 3 multiplied by 856 gives 2,568. But this is not all. The statistics show that in the abolished schools (176 in number) the alleged enrolment on the last day of March was 4,938 and the daily attendance 2,210; so that the average enrolment per school was 28, and the daily attendance only 13, or less than half. Evidently then the abolished schools were in a most unsatisfactory state, and the retained schools have improved in daily attendance by their abolition.

"As I have stated already, this decrease in enrolment and attendance has been accompanied by a rise rather than a fall in tuitional results. The students who remain reap all the benefits of the improved instruction provided for them. The number of passmen in the various standards or classes has never been so high. I myself see fewer village schools now than I used to do, as under present arrangements it devolves upon the Inspector to visit every sadar station in order to inspect and report upon the zila schools and other chief aided schools. I saw, however, a considerable number of village schools in Sultánpur and Bara Banki, and a smaller number in certain other districts. Sayyid Ali Husain in Sultánpur, Sheikh Ebadullah in Bara Banki and Pandit Shiva Narain in Bahraich have done excellent work."

71. Regarding the decrease in the numbers returned from the 1st Circle, Mr. Constable, the Inspector, writes:—"The number of schools in the circle was reduced from 1,299 to 1,274, and the total number of scholars on the rolls fell from 39,138 to 36,588. On the decline in the number of scholars in his division the Assistant Inspector of Meerut writes as follows:—'The organization of the schools under the provisions of the code has temporarily affected the numbers, as is generally the case with new measures for the improvement of education. Nominal and fictitious scholars are now scarcely to be seen. No boys under six are admitted, and none are allowed to continue on the rolls who are unable to procure the text-books of their class. Careful scrutiny of the admission and attendance registers by the district inspecting officers in their half-yearly tours and by the Assistant Inspector in his annual round has acted as a thorough check against the entry of fictitious names. As a further security against the same small fees are charged in most districts. All these causes combined, together with the restriction imposed by Article 3 of the code, limiting instruction in schools under single teachers to the fourth standard, have, as an inevitable consequence, reduced our rolls, but the reduction is only temporary. Real work and progress must necessarily be the result of all these checks.'

"The Assistant Inspector of Agra thus accounts for the decrease of scholars in his division:—"The number of scholars, as the above figures show, was reduced during the year under report by 1,262, and this reduction is chiefly confined to the upper primary section. The decrease displayed in the enrolment of the year is the result of a strict system of registration, by which the names of students who were not regular, and who had failed to obtain class promotion in the prescribed time, were struck off the rolls. The decrease may to some extent be accounted for by the abolition of 11 schools. It is a noticeable fact that in the districts of Etah and Mainpuri alone 370 and 610 erasures respectively have taken place during the year. These two districts were notorious for fudging the returns. In Farukhabad 144 scholars' names were removed from the registers, in Muttra 173, in Etáwah 172. Agra is the only district in my division the returns of which show an increase of 207 scholars; but it is doubtful how far the increase is real. The decrease of 91 scholars in the Jhánsi Division may be accounted for by the closing of 5 of the least successful schools. The total decrease of 633 scholars in the upper primary sections of the Meerut schools may also be partly accounted for by the closing of the 3rd class wherever no provision could be made either for an assistant teacher or a monitor, for the number of schools with a 3rd class was thus reduced during the year under report from 373 to 213."

72. Regarding the decrease in the Allahabad Division the Assistant Inspector, Munshi Balkrishan Lal, reports :—"The chief cause of this decrease is to be found in the introduction of the fee system in village schools, the strict observance of the rules laid down in the code and the accuracy of registers. Boys who were found lingering in the same class for many years were weeded out. Continued absence for more than one month was followed by removal of the scholar's name. Those boys who did not procure their class books were not allowed to attend the school. Admissions of boys whose age was below 6 years were prohibited. The names of boys who passed the fourth standard from the schools teaching up to 4th class only, and of those who passed the upper primary examination from the schools teaching up to the fifth standard were removed from the school register. The 3rd class of several schools which proved to be nominal only, and for which no assistant or monitor could be procured, was abolished. These checks have caused the diminution in number on the register, but in reality the village schools have been reformed and improved by the removal of weeds by which they were stifled."

73. Pandit Lakshmi Sankar Misra, Inspector of Schools, Benares Division, writes as follows regarding the decrease in the numbers enrolled :—

"There has been a considerable decrease in the number of boys on the rolls of secondary as well as primary schools. However, this diminution was by no means unexpected. Before April, 1888, in many districts the system of fees was not known to the people, and the general opinion of parents has been against it. When levying of fees was sanctioned many boys left the school, their parents not liking the idea of paying for education hitherto given to them gratuitously. Levying of fees has reduced the numbers chiefly in Ballia, Basti and Gorakhpur. If the rates remain the same as at present, it is probable that there might be a reaction after some time, causing some increase in the number of boys. But this reaction would depend considerably upon the agricultural prospects of the district and its general health during the year. In some of the districts, to a certain extent, the decrease in the numbers might be attributed to fever, which was prevalent in the beginning of the last winter season. There was much illness in Basti, Azamgarh and Ghâzipur. In the district of Benares the Board has not sanctioned the introduction of fees in the halkabandi schools, and here the decrease in the numbers is the least, being due only to illness that prevailed for about four months. However, I do not think that the general decrease in the numbers has by any means deteriorated the educational status, and, as far as I can see, only such boys have withdrawn who attended the school nominally and took no interest in their studies. In many cases, perhaps, their parents did not wish to pay when they already knew that their children did nothing at the school. Now it appears that only such boys have been left in our schools who come to read in earnest, and I am sure that in a few years this would have a very healthy effect on the quality of instruction given in our schools."

74. Thus the decrease in the number of scholars on the rolls of these schools returned this year is due to a number of concurrent causes. In the Oudh and Benares Divisions sickness is reported to have been unusually prevalent in the villages, with the usual result of thinning the attendance in the village school. Mr. Nesfield, the Inspector of Schools, Oudh, is of opinion that circumstances have arisen in the social conditions of the villagers which deter them from sending their boys: their standard of living has risen, but not their means, while at the same time field labourers are not so easily obtained as formerly: hence the cultivators can less well afford to spare their boys to attend school, and need them more frequently for field work. To what extent this is generally the case I cannot say. It is clear, however, that a chief cause of the reduction of the numbers on the rolls is the introduction by many of the District Boards of small fees, and this cause has chiefly affected the Oudh Division, where in six out of the twelve districts fees are now levied. In the North-Western Provinces the reduction is greatly due to the strictness which has been effected in the record of admissions and attendance: nominal and fictitious scholars have now almost disappeared from the registers. Departmental rules have been enforced, which have checked the number of *names* recorded: names of boys persistently irregular in attendance have been struck off the rolls; boys who have failed to obtain promotion, and whose further progress was hopeless, have been removed from the classes; those who did not procure the class books were not permitted to remain in the class where their attendance became an incumbrance to its progress; and finally class III, the highest standard, is no longer taught in schools where an assistant or monitor cannot be provided by the District Board. The grading of the salaries of teachers explained in para. 73 of my report last year and noticed in the extract from Mr. Nesfield's report given above, has rendered necessary a further closing of the least successful schools. This is one of the chief causes which has reduced the lowest classes in the Oudh schools. As far as the reduction of the number on the rolls is due to departmental action, it is hardly a reduction in the number of *learners*: on the contrary, there are signs that the number of the learners has become greater while the number of names enrolled has diminished. The schools which have been reduced for want of funds to maintain them, were those which were doing little real work; the boys who have been removed from the classes, owing to irregular attendance or other causes, are those who derived no benefit from the school, set a bad example to others and checked the progress of the class.

Fees in village schools.

75. With regard to the introduction of fees into these schools,—in paras. 81—85 of my last report I called attention to the orders of Government regarding the introduction of small fees into the village schools, and to the extent to which they had been already acted on. The action taken by the District Boards in this direction with the approval of this Department has undoubtedly had the effect of checking the numbers on the rolls: but, as will be seen from the extracts from the District Boards, the general opinion is in favour of the continuance and extension of fees. The first effect of the imposition of the fee is undoubtedly to cause the removal of some learners from school, although the monthly fee is of merely nominal amount, ordinarily half an anna for the classes of the lower primary and one anna for the classes of the upper primary section. There are always many who, having received a benefit for nothing, resent being charged even this small amount, and who think by the removal of their children to effect withdrawal of the charge. But experience shows that the scholars thus withdrawn speedily return when the people are convinced the fee will not be abolished. That any important number who can benefit by the school are deterred from doing so by the imposition of these nominal fees I do not believe. Those who are so poor as to be unable to pay these fees are too poor to procure the text-books and to spare the services of their boys long enough for them to benefit by the school.* Those who are willing and able to send their boys to school will not be deterred from doing so by the demand of a nominal fee, and the class who cannot pay the fee cannot and will not send their children to school. We have an instance of this in the free schools which have for many years been maintained by municipal bodies. They were established under the erroneous impression that there existed a poor class which would send children to school if free tuition was given. These free schools are, however, attended by two classes of boys,—a few actual learners who do get beyond the alphabet class and who belong to families who could quite well pay the usual schooling fee were it demanded; and of the alphabet class, made up of a large number of children very few of whom stay for two months together, the numbers in the class being kept up by almost daily admissions and withdrawals. The children are entered by the teacher to keep up his numbers, but they learn nothing and can learn nothing, for they are removed by their parents as soon as they can be made any way useful. The imposition of a fee in such schools removes all these *nominal* learners from the rolls at once: parents will not pay anything when they know they can get nothing in return, but the numbers of actual learners in the school remains what it was before.

The result of my own inquiries is that there is some demand for education among the well-to-do classes in the villages, and that the boys from these families will attend the school whether or not the fee is charged. Among the poorer classes there is no demand for schooling, and the boys belonging to them will, with the few exceptions which are always met by liberal free admissions, not benefit by the school, whether or not the fees are levied. Thus the area of actual as distinguished from nominal tuition is not restricted by the imposition of the fees. On the other hand, the effects of the imposition of the fees is salutary; it removes merely nominal learners from the school; improves regularity of attendance, one of the most important points in school management; it raises the value of the schooling in the estimation of the villagers, and finally affords a source of income from which the schools can be steadily improved. Unless the schools are to be made to contribute towards the expenses of education, there will be no fund for its extension and improvement, for we have apparently reached the limit of the contributions from provincial funds. I fully concur therefore in the opinions expressed by Mr. Lumsden, the Commissioner of Benares (para. 102); the Boards should continue cautiously to extend the fee system, undeterred by the present apparent diminution in the number of their scholars.

76. In the next statement I give the numbers of scholars enrolled and average daily attendance in each of the classes of these schools. By comparing the figures with those given at para. 89 of my last report there will be found a general improvement in attendance:—

	Average attendance *(b)*.	Number on the rolls *(a)*.	Percentage of *(b)* to *(a)*.
Class III	7,077	8,833	80
" IV	13,716	17,546	78
" V	17,745	22,808	78
" VI	20,040	25,373	79
" VIIA	20,620	25,699	80
" VIIB	30,713	38,863	79
Total ...	109,911	139,122	79

* Provision is also in all cases made for the free admission of indigent scholars, especially to meet the cases of poverty stricken families among the literary castes.

Last year 78 per cent. of the scholars on the rolls attended daily: the proportion has now risen to 79 per cent. The attendance in class III has risen from 77 per cent. of the numbers enrolled to 80 per cent. Owing to the much improved accuracy of the registers, this increased proportion as returned is no doubt less than the actual increase.

77. The results of the Deputy Inspectors' annual examinations of the scholars in the senior classes of the upper and lower primary sections are given by divisions in the following comparative table:—

The Upper and Lower Primary Examinations.

Division.	Number passed in the upper primary standard (class III).		Number passed in the lower primary standard (class V).	
	1889.	1888.*	1889.	1888.
Oudh	1,819	1,766	2,668	2,619
Allahabad	392	613	1,653	1,941
Benares	385	694	1,933	2,268
Meerut	271	358	1,160	1,203
Rohilkhand	184	334	766	1,020
Agra	124	225	793	1,234
Kumaun	33	34	150	144
Jhánsi	4	21	203	209
Total ...	3,212	4,045	9,326	10,638

* NOTE.—The schools maintained by Municipal Boards were wrongly included in the statement given at para. 91 of the last year's report, and the error was not discovered until too late to make the corrections. The present statement gives the corrected figures for 1888.

The diminution in the number of the scholars returned as having passed the standards in the districts of the North-Western Provinces is due chiefly to the first uniform and *strict* enforcement of the standards of examination described in para. 74 of my last report. The inspecting officers were instructed that the rules of examination must be fully carried out and no scholar promoted who had not attained the required standard. In the Oudh districts, as already explained, the standards of examination and system of annual centre examinations had been in force for some time, and in these districts we have to note steady progress. The diminution in the number of passes returned, then, is not due to any deterioration, but to the strict and definite standard of examination now first enforced, for which the scholars were not sufficiently prepared.

The extent to which the Inspectors or their Assistants supervised the annual examination in these standards is shown in the following statement:—

Inspectors' centre examination of village schools.

Division.	Centres.		Schools.		Scholars.			
					In class III.		In class V.	
	Number in the division.	Number at which the Inspector presided.	Number in the division.	Number present at the centres where Inspector presided.	Number in the division.	Number examined by the Inspector.	Number in the division.	Number examined by the Inspector.
Oudh	349	178	862	483	2,836	1,618	3,912	2,107
Meerut	145	39	570	155	851	212	2,432	629
Allahabad	140	29	644	128	1,126	241	3,489	618
Benares	133	56	709	335	1,098	436	3,514	1,476
Agra...	120	53	583	272	527	217	2,761	1,045
Rohilkhand	91	37	519	217	974	399	2,443	901
Jhánsi	46	30	138	94	41	38	386	359
Kumaun	..	...	161	110	176	157	691	528

78. *The Oudh Division: Result of Inspector's Examination.*

District.	Percentage of candidates successful at—		District.	Percentage of candidates successful at—	
	Upper primary.	Lower primary.		Upper primary.	Lower primary.
1. Bara Banki	84	78	7. Fyzabad ...	75	88
2. Kheri	83	74	8. Rae Bareli ...	63	77
3. Lucknow	82	67	9. Gonda ...	61	67
4. Hardoi	81	68	10. Sultánpur ...	59	79
5. Sitapur	80	76	11. Partábgarh ...	58	67
6. Unao	77	78	12. Bahraich ...	56	64

In the Oudh schools 3,570 scholars of class III were examined by the inspecting officers in the *lower* primary standard, of whom 2,660, or 74 per cent., passed; in the *upper* primary standard 1,816 candidates passed out of 2,673, a proportion of nearly 70 per cent. The absolute number of those who passed was, notwithstanding the diminution in the attendance at the schools, larger than last year. This excellent result is due to the systematic teaching and good organization in these schools under Mr. Nesfield, to which I have so often referred in these reports, and the success thus attained is a promise of what may be expected to ensue from the reorganization of the schools in the rest of the province which was completed this year. I give in the two following statements the statistics of the annual examinations in each of the Oudh districts, the eastern group under Munshi Ambika Prasad, and the western under Munshi Janki Prasad :—

Annual Examination of the Village Schools of Oudh.

District.		Year.	Number of village schools.	Passed in all subjects of examination.														
				Standard or Class VIIA.			Standard or Class VI.			Standard or Class V.			Standard or Class IV.			Standard or Class III.		
				Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Western Division.	Lucknow	1888	56	340	317	208	292	266	158	184	178	86	164	157	40	145	138	46
		1889	50	301	279	190	210	207	117	170	164	103	167	162	102	93	90	63
	Bara Banki	1888	107	854	758	560	623	567	339	310	291	199	340	312	140	216	211	105
		1889	82	701	661	564	515	473	329	345	331	271	290	282	199	197	187	138
	Unao	1888	85	561	516	357	555	489	315	411	374	195	376	330	141	304	270	157
		1889	73	568	522	352	366	342	201	358	338	239	278	250	152	227	210	157
	Sitapur	1888	104	764	666	507	549	464	326	471	416	331	523	475	322	344	318	189
		1889	81	772	675	531	515	467	342	358	328	257	419	384	274	413	362	280
	Hardoi	1888	105	866	738	589	618	508	331	444	386	256	364	306	187	260	237	126
		1889	85	713	619	497	583	481	355	429	381	269	327	285	198	267	236	180
	Kheri	1888	67	441	380	293	342	286	190	251	221	147	182	166	92	131	121	57
		1889	49	390	331	235	297	248	142	197	177	132	177	152	106	126	111	93
	Total ...	1888	525	3,826	3,375	2,514	2,979	2,580	1,659	2,071	1,866	1,214	1,949	1,746	922	1,400	1,295	680
		1889	420	3,445	3,087	2,369	2,486	2,218	1,486	1,857	1,719	1,271	1,658	1,515	1,031	1,323	1,196	911

Annual Examination of the Village School of Oudhs—(concluded).

District.	Year.	Number of village schools.	Passed in all subjects of examination.														
			Standard or Class VIIA.			Standard or Class VI.			Standard or Class V.			Standard or Class IV.			Standard or Class III.		
			Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Eastern Division. Fyzabad	1888	77	783	706	577	513	460	309	370	348	197	399	377	192	302	293	176
	1889	65	709	635	532	540	499	432	334	318	290	295	278	209	239	232	171
Gonda	1888	94	787	714	612	560	498	369	398	365	259	314	286	194	280	274	208
	1889	88	688	629	551	595	503	361	371	334	241	314	286	189	287	265	176
Bahraich	1888	72	594	490	329	484	421	307	334	303	242	318	285	166	249	241	133
	1889	65	575	462	318	408	345	251	315	279	185	304	265	133	239	226	134
Rae Bareli	1888	114	849	731	558	656	539	314	456	388	265	525	453	283	353	319	198
	1889	87	789	704	502	565	490	337	341	308	214	365	329	183	343	315	161
Sultánpur	1888	73	515	464	397	493	430	347	308	288	204	331	303	209	257	244	176
	1889	70	555	504	374	390	360	248	288	283	227	306	279	159	248	237	143
Partábgarh	1888	77	512	462	301	403	384	268	303	291	204	321	291	188	267	255	195
	1889	63	466	420	327	419	369	273	357	329	232	295	270	188	223	202	120
Total ...	1888	507	4,040	3,567	2,774	3,109	2,732	1,914	2,169	1,983	1,371	2,208	1,995	1,232	1,708	1,626	1,086
	1889	435	3,782	3,354	2,604	2,917	2,566	1,902	2,006	1,851	1,389	1,879	1,707	1,061	1,579	1,477	905

79. Munshi Ambika Prasad, the Assistant Inspector in charge of the Eastern districts, writes as follows regarding the progress in his division :—

"On the whole, as far as the Assistant Inspector's personal experience goes, he can say that the percentages of passes would have arisen higher had not sickness weakened the strength and energy of the students and masters. It is, however, gratifying to state that the percentage in both the sections of the primary standard in the Fyzabad and Rae Bareli districts and the percentage of the lower primary standard in the Sultánpur district have greatly improved. What the Assistant Inspector saw during his last inspection tour of the nature of the education imparted in primary schools in almost all the districts and of the discipline observed by the students enables him to report that the schools have quite satisfactorily performed the onerous duties of mass education devolved upon them. He was very pleased to see in every district many hundreds of village boys—whose parents cannot properly write even an ordinary letter to their relatives, cannot even read the easiest sentence from any book without making long pauses at each word and cannot sum up even three or four lines of figures, each line containing not more than four or five digits,—writing, very neatly and methodically, short essays on such subjects as can be brought within their scope, long and descriptive letters to their relations, friends and superiors, complicated deeds of mortgage and sale, &c., reading very fluently and intelligently, solving very difficult questions involving almost all the rules of Arithmetic and the Mensuration of plane surfaces, and, in addition to all these, answering preliminary questions in History and Geography. A superior kind of penmanship was seen in the Bahraich, Rae Bareli and Sultánpur districts. It was moderate in the Gonda, Fyzabad and Partábgarh districts, there being much more room for improvement in the last named district than in the other two. The third class boys in almost all the districts were found, to a certain extent, weak in answering such questions in Geography as required knowledge of maps. The fourth class students in nearly all the districts seemed to have made much progress in working out questions of moderate difficulty in Mensuration, but they were generally found somewhat deficient in finding out correct answers to the questions involving rules for circle measuring."

80. Lieutenant-Colonel Cowie, Chairman, District Board, *Kheri*, writes :—"The number of village schools was reduced from 67 to 50. The reduction of the least efficient schools and the utilizing of the savings in increasing the salaries of teachers in the remaining schools has been, I think, a wise measure. It was unreasonable to expect good results where teachers were so poorly paid, and as the Board could not afford to increase the grant, the only remedy available has been applied. As a consequence, however, the number of pupils enrolled at close of the year was 2,073 only as compared with 2,553 in the preceding year, and the fee collections were Rs. 497 against Rs. 559."

81. Lieutenant-Colonel Grigg, Chairman, District Board, *Bara Banki*, writes as follows regarding the village schools :—"One great drawback, I am assured, is the education being purely secular. If each school had its pandit and maulvi to take a class for an hour or so a day, nearly all the little boys who are at present taught by pandit and maulvi would attend our schools. The extra cost would be trifling and would doubtless be met by the increased schooling fees. It would, in a manner, be subsidizing the pathsala and maktab, and I can see naught but good resulting from the proposed combination. The Deputy Inspector reports favourably of the teachers as a body. We are fortunate in having so energetic an Inspector as Ebadullah, and it is mainly through his active and constant supervision that the teachers have been kept up to the mark. He brings Shaikh Tasadduk Rasul, Talúkdár of Jahangirabad's name prominently to the front as a warm supporter of our institutions. This enlightened native gentleman has given several scholarships and otherwise assisted in the cause of education. I have the honor to request you will bring his name to the favourable notice of His Honor the Lieutenant-Governor and Chief Commissioner."

82. MEERUT DIVISION.

Result of the Inspector's Examination of the Primary Schools.

Percentage of passes.

Examination.	Meerut.	Bulandshahr.	Aligarh.	Muzaffar-nagar.	Saháranpur.	Dehra Dún.
Upper primary ...	47	38	37	26	25	11
Lower " ...	62	53	56	54	49	50

83. I take the following extracts from the report on the Meerut schools, furnished by the Chairman of the District Board, Mr. Whiteway:—"Speaking generally, I was much struck when going through the district to see the general indifference to Hindi

education, or rather, to put it more correctly, I was surprised to find the widespread desire for Urdu education. The backbone of the population are the agricultural classes, Jats, Gujars and others. In their opinion a man is a no better cultivator, in fact they consider he is rather a worse one, for receiving a little education, and consequently they only look on education as a means of gaining a Government appointment, and for this purpose Urdu is the language most useful to them. Banias who form the staple of the town population frequently teach or have their boys taught at home. It follows from this that the schools in this district do not bear any proportion in size and importance of the town in which they are situated. Some of the schools, even in large towns, are inferior in importance to many of those in villages. The relative capabilities of the teachers will also account, to some extent, for this difference, but not entirely. The reform of cutting down the merely nominal higher classes in schools where these classes consisted of only a few boys has been valuable, and it has brought into prominence the fact I have above mentioned, that schools bear no proportion to the importance of the towns where they are situated. As a case in point I would refer to the Shahdera school. The question of taking fees in halkabandi schools is now pending before the Board. There is no doubt that this question of fees is of the highest importance as affecting the future of education in this country, both in restricting education to those who really value it and in improving the education given itself."

84. AGRA DIVISION.

Result of the Inspector's Examination of the Primary Schools.

Percentage of passes.

Examination.	Agra.	Muttra.	Etáwah.	Farukhabad.	Mainpuri.	Etah.
Upper primary ...	51	39	36	22	...	...
Lower " ...	48	44	41	30	20	16

JHÁNSI DIVISION.

	Jalaun.	Lalitpur.	Jhánsi.
Upper primary	29	20	...
Lower "	31	39	54

85. I extract the following from the report of Mr. Constable, Inspector, 1st Circle, on the results of the new organization in his circle :—

"The percentages of passes at the annual centre examinations of the 3rd, 4th and 5th classes of the halkabandi schools were by no means high. The highest percentage occurred in the Meerut Division and the lowest in Jhánsi. The number of examinees was 9,064, of whom 1,229 were in the 3rd class, 3,115 in the 4th and 4,720 in the 5th. The number of passes for the three classes were 457, 1,149 and 4,720 respectively, giving a percentage of 37 for each of the two former and a percentage of 48 for the latter. In the Meerut and Agra Divisions the percentages of passes were lower at the centres where the Assistant Inspectors presided. This was especially the case in the Agra Division. In the Jhánsi Division, on the other hand, the percentages of passes were generally lower where the Deputy Inspectors presided. In the case of the 3rd class, indeed, the difference was considerable, being 21 for those centres at which the Assistant Inspector presided and 11 for the others. It need scarcely be said that in each case the percentage was very low. There would appear to be no doubt that, as a rule, the Deputy Inspectors were too lenient, but time will doubtless lessen this defect. One exception deserves, I think, particular mention : the several percentages of passes for the three classes by the Assistant Inspector of the Meerut Division in the case of the Meerut district were 47, 50 and 62, whilst those by the Deputy Inspector of this district were respectively 47, 53 and 63. These very approximate results are extremely satisfactory. The Assistant Inspector of the Agra Division makes the following remarks on the difference between the results of his own examinations and those of his subordinates, and on the state of the primary schools in general of his division :—' The comparative statement of the results of the Assistant Inspectors' and Deputy Inspectors' examinations shows that either the Assistant Inspector was too strict in passing his examinees or the Deputy Inspectors were too lenient in passing theirs. As to myself, I can say that the Director, Public Instruction, superintended one of my centre examinations in the Etah district and pronounced it to be fair. Under these circumstances it can be safely said that the

Deputy Inspectors' examinations were conducted with some laxity. However, taking the combined results, the districts of Muttra, Agra, Etáwah show improvement, while the results of Etah and Mainpuri districts are discreditable. I do not think any deterioration in these two districts has actually taken place during the year. On the other hand, I am inclined to think that the schools were as bad as now, and that the examination returns were more fictitious than *real*. The Farukhabad district has not improved. The fall in the percentage of passes to examinees does not imply a falling off in *bonâ fide* education. In my last report I remarked that the Deputy Inspector of the district was unduly lenient in conducting his examinations, and a similar remark was made by Mr. Lloyd on a previous occasion about this Deputy Inspector.'

"The following extracts regarding the village schools in his division are taken from the report of the Assistant Inspector of Agra. They show, I think, that he has been during his tour a keen observer.

(1) *Muttra.*—'I examined 42 schools in the district and found that marked improvement had been effected in them since last year. Last year when I visited the district the schools were in a decaying state, and now Munshi Pransukh has given them a new life. All the subjects were attended to. The handwriting of the scholars was particularly neat and good. The standards in Geography fell short of those laid down in the code. Had the standards in Geography been reached, the result of the 4th class would have been much better.'

(2) *Farukhabad.*—'The acquirements of the examinees were generally inferior. The 3rd class in many cases was merely nominal and has been recommended to be closed. The reading in classes IV and V was generally defective; the boys could neither read with accuracy nor could understand what they were reading. The dictation was also inferior. More attention was paid to handwriting than to spelling. The arithmetic was not sufficiently attended to, especially in the 4th class. The results of teaching Mensuration were almost *nil*. Here, again, the standards in Geography were not reached, which resulted in failure of a great many scholars. In class III I could pass only 4 out of 58, and in class IV 41 out of 204 in this subject. The instruction in the district is stationary.'

(3) *Mainpuri.*—'The number of schools in the district is 85, or 1 less than the preceding year, but the enrolment displays a considerable falling off. Last year the total enrolment was 2,896, and this year we have only 2,286, a decrease of 610 scholars. There has been a proportionate fall in attendance too. The Deputy Inspector accounts for this decrease by the striking off of the scholars who failed to provide themselves with the prescribed text-books, as required by the new code, and of scholars who were not deemed eligible for promotion in the time fixed by the code. A number of the Mainpuri schools are merely nominal, and their maintenance is a useless expense.'

(4) *Etah.*—'The number of schools in the district remains the same as last year. The roll has fallen off by 370 while the attendance has risen, which shows that there has been no falling off in *bonâ fide* education. At my inspections during the cold weather tour I found that scholars who had not been in attendance for months together, in one case for nine months, were kept on the rolls to swell the returns. I had such scholars removed from the registers. I likewise removed the names of those who had been in their classes for absurdly long periods.'

"*A propos* of the above remarks the Assistant Inspector inserts the following quotation from the report of the Chairman of the District Board for the year 1885-86:—

'During my cold weather tour I inspected personally a large number of the schools and found on the rolls in almost every school a large class of infants, who were taught nothing and whose names were kept on merely to swell the returns. Besides this there was great deal of fudging of returns.'

"The Deputy Inspector's explanation of the unsatisfactory state of instruction in his district is thus reported:—

'A number of teachers whose service extends over thirty years, and who have neither energy nor ability to conduct schools, have been allowed to continue in their posts. The education is now much in advance to what it was in the days when these men were taken into service, and therefore they are not up to the requirements of the present day. Persons holding second and third grade halkabandi certificates were put in charge of schools, for which they were not qualified by virtue of their certificates, and this accounts for the bad state of

their schools. The claims of deserving young certificated men were overlooked in giving promotions, and this greatly discouraged them, and they ceased work.'

(5) *Etáwah.*—'I examined 55 schools and found them all in a more or less unsatisfactory condition as regards attendance and teaching. Even the best schools had declined, owing to the prevalence of fever during the quarter preceding my inspection. As I visited the schools when sickness was rife in the district, I think it would not be fair to form an estimate of the year's work by the results I then obtained. Later on in February I superintended the Deputy Inspector's annual centre examinations of 22 schools in that portion of the district which I had not visited before. The results of these centre examinations showed that by that time much of the lost ground was regained. On the whole, the generality of the schools seemed fairly instructed.'

(6) *Agra.*—'The number of schools remains the same as last year, *viz.*, 128. The roll number has slightly increased, and there has been a proportionate increase in attendance also. It is doubtful how far these increases indicate real progress. Fifty per cent. of the scholars are enrolled in the lowest class, a greater portion than to be met with in any other district. The senior classes in many cases are represented by single lads. The number of schools has been unnecessarily multiplied and needs reduction. Many of the schools are merely nominal, and the attendance of scholars as registered by the masters is hardly trustworthy. The teaching in the 5th class was generally satisfactory. The senior classes were, however, not so well taught. They were particularly weak in Mensuration and Geography. The handwriting in the district was very poor and needs great attention.'"

86. Mr. Finlay, Chairman of the District Board, Agra, writes as follows regarding the progress and management of the village schools in his district:—"The causes of the backwardness of education are notorious and do not need to be recapitulated, and until we provide better teachers, better school buildings, more attractive prizes of all sorts for the boys, and until we can infuse a better appreciation of the advantages of education among the parents, our progress will continue to be slow. I do not think the teachers as a class are to be blamed. Their attainments and exertions are quite as much as we can expect from men of their social origin, position and pay, especially when we consider how few prizes there are which they can hope for and what great competition there is in other departments of the Government service and in other professions. 'Rome was not built in a day,' and when we remember that education has made marked and effective progress at home only within the last twenty years, we need not be surprised or disheartened at its slow progress in India, where there are so many drawbacks in its way. At present it seems as if it were looked upon solely as the gate by which to enter upon Government service or the bar, and until its value is recognised as useful and good in itself with reference to a boy's future career, whatever that may be, we must expect but slow progress. But that it is progressing, though not so rapidly as we wish, is undeniable, and the exertions of individual members of the Local Boards contribute in no small measure to this desirable result.

"The number of inspections by members of the Local Boards and district staff was 584 in the year under review as compared with 399 in the previous year, and many of these inspections were of a very searching nature. I was, I confess, not a little surprised to find members of the Boards, whom I had supposed comparatively ignorant men, examining the boys in decimals, vulgar fractions, cube root, Euclid, History and Geography with a closeness and accuracy for which I was not at all prepared. These examinations are not in accordance with departmental forms, and one member is good at one subject and knows practically nothing of another. But the general result is that the teachers, pupils and parents know by experience that the school is being watched and tested by other than official agency, and the teachers know that their half-yearly examinations are not the only tests they are tried by. When a school falls off in attendance the members of the Board go and stimulate the parents to enforce the attendance of their children and hear and discuss with them the qualifications or disqualifications (real or imaginary) of the teachers. When a school building has to be repaired it is no longer the official tahsildár that puts the work in hand, but a non-official member, an arrangement which *pro tanto* is a relief to an overworked tahsíl establishment. When a school is asked for in a village a couple of members of the Board go and settle the preliminaries, arrange for the loan or hire of a building, and so on. In brief, the Boards take a real and a useful interest in the work that has been committed to their charge, and I have to add that they are most willing to avail themselves of the advice of experts, *i.e.*, the officers of the Educational Department. One very satisfactory feature in the details of the numbers of those inspections is this, that whereas in former years three or four members of the Boards contributed a large majority of the inspections, the returns for this year show that no one member of the Boards is to be singled out in connection with this work, but that

the work was more equally distributed. In former reports I had to animadvert on the supineness of the Kheragarh Board; but during the past year they were not open to this criticism, and one member, Munshi Jhandu Lal of Kagarol, rendered particularly good service. As in former years, the Boards at Fatehabad, Ferozabad and Hazur tahsil are especially noticeable for the lively and useful interest they take in the cause of education."

87. Mr. Trethewy, C.S., Assistant Magistrate at *Farukhabad*, writes that he does not think "there has been any considerable change [in the number of learners], for more attention has been paid to the correctness of the registers of attendance, with the result that, as in the case of police statements, the difference in the figures is due to improvement in reporting rather than to any alteration in circumstances." "No doubt a great many of these halkabandi teachers are uncommonly bad. Some are lazy, others are ignorant and others again, though not bad in their way, have worked under the old system and cannot keep pace with the times. The halkabandi schools of the district seem to have been in a bad state for a long time. The Deputy Inspector and Sub-Deputy Inspector are not responsible for their condition. They both take an interest in their work, and are doing their best, but they cannot supply the deficiencies of the teachers. The first step towards an improved state of things must be the dismissal of a considerable number of the present staff on any terms regarding pensions or gratuities which Government will sanction. Some deserve nothing, but those who have done good work in the past ought to receive some recognition of their services." "The halkabandi school buildings are chiefly the property of zamíndárs; very few belong to Government. They are generally very bad, and a grant of money on account of increased accommodation is most necessary. The zamíndárs do not take sufficient interest in education to put a good building at the disposal of the District Board."

88. Mr. Galbraith, Chairman of the District Board, *Etah*, writes at length regarding the state of the village schools in his district. I may note that, except those of the Bareilly district, I have myself seen none which are less efficient than those of Etah.

"I may state *in primis* that the results are not good; nay more, the educational status in Etah is decidedly low. This is more palpable from the report submitted by the Assistant Inspector of Schools to the Board than from the report I now forward. The Assistant Inspector maintains that the state of education is as bad as bad can be. Possibly this, though sweeping, may be quite correct. The unfavourable condition of things he attributes to the inefficiency of the late Deputy Inspector and his subordinate, the Sub-Deputy Inspector. No doubt both contributed to these bad results, but I am not disinclined to think education at present lies open to a great danger attributable to the present extension of Local Self-Government. The schools of a district are nominally made over to the Board, but for reasons, which I quite appreciate, matters are not left entirely in their hands. The Educational Department, rightly jealous of educational results, in which they take an undivided interest, are unwilling to give up these schools to the hands of the members of the Local Boards. The result is unfortunate, and the Inspector, as my predecessor pointed out last year, tends to become a 'controlling authority on matters not of instruction, but of ordinary school management, over the local authorities.' I think this divided authority principle has an injurious tendency; and I confess I should in such matters like to see the hands of the Educational Department strengthened, even though at the expense of the powers of the District Boards. I do not think the members of the Board have in the first place the practical experience or training or, in the second place, that *active* interest in these matters necessary to insure success. They never seem, to my mind, to make any endeavours to attain to results which they theoretically approve of by means of practical common sense conduct. Severe diseases call for severe remedies, but, in their opinion, according to my experience, trifling remedies should cure severe diseases. If the teaching of any school is radically bad, the teacher, after due warning, or after having had fair opportunity, should be dismissed, or, if not dismissed, should at least be severely punished: this is the very opposite of what the members of the Boards think. The Assistant Inspector points out a distinct fault or blemish of no ordinary character to the Board and suggests a remedy, and it is generally a common sense and practical one. In six cases out of ten the majority of the Board would lessen the blow, and the blow, when it did come, would fall without attaining the desired result. Every dismissal, every punishment, must be laid before the Board, and the hands of the professional educational men and also of the Chairman are deprived of that freedom which satisfactory results, in my opinion, would postulate. I would increase the powers of the educational officer and those of the district officer at the expense of the Board, and I am confident results would improve. In old times an Assistant Magistrate or Joint Magistrate was put in charge of education, and knowing it to be his work, he took a solid interest in it and carried out the work in a practical, intelligent manner. This is now changed: the whole matter has been entrusted to a Local Board; that Board has a collective voice, must be appealed to in every educational matter, has little practical experience, perhaps still less energy, is endowed with an abnormally tender heart, and I need hardly say the tendency must be retrograde. This is no doubt plain

speaking on my part, but I consider it my duty to speak plainly when the results are so important. I think the Chairman of a Board should be more irresponsible and have freer latitude." "The falling off was due to the introduction of a higher scale of fees, and the collections from fees show the increased scale very plainly. In the year under report 566 boys brought in Rs. 1,015, whereas in the preceding year 866 only brought in as much as Rs. 475. I confess I consider the result satisfactory, though no doubt many would hold an opposite opinion. I consider that Government is only bound to provide primary education free." "Education, if paid for, must be eventually limited by the field of employment; it is a pure case of supply and demand. If the supply be increased by leaps and bounds while the demand increases but slowly, if the one moves in a geometrical and the other in an arithmetical ratio, the result attained is plain. A class of spirits is fostered which turns on the person by whom help was given, and a very serious danger is thereby brought into being. No doubt a serious cry of complaint may arise, for who is there who does not like to derive advantage free? But prudence and foresight combine to deal with such complaints from a common sense point of view and as they deserve. The middle schools share equally with the general badness of results, and this is accentuated by the well known fancy attributable to masters. The reputation of each master or crammer is tested by results, and hence all attention is paid to the good boys who promise well for the test examination. The remedy for this lies entirely, I may say, in the hands of the officers of the Educational Department, assisted by the efforts of course of the Boards. The Deputy Inspector and the Sub-Deputy Inspector, whose sole and only work lies in inspecting and supervising schools, have the matter entirely in their own hands: without their undivided energy accompanied by professional knowledge, which is that of an expert, the Boards are practically helpless. This fact will be duly impressed upon our Deputy Inspector."

89. Mr. Cadell, Commissioner of the Division, makes the following comments on Mr. Galbraith's report:—"The report for last year is not in the office, but it is clear, from my predecessor's review of it, that the opinion of Mr. Crooke differed very widely from that of Mr. Galbraith. Last year officials and non-officials vied with each other in the attention bestowed upon education, and the Board was so much of a reality that, in the opinion of both Mr. Kaye and Mr. Crooke, 'the power of punishment should not be delegated to the Deputy Inspector.' Now the Board is an obstruction where it is not a nonentity, and supervision and improvement are looked for from the Educational Department alone." "My experience of District Boards is that, although ordinarily wanting both in interest and in energy, they are often useful in moderating the force of sudden changes and in saving men who have been long in the service and who on that account *primâ facie* deserve consideration from being ruthlessly swept away in the tide of improvement. New Assistant Inspectors, although energetic and useful, are anxious sometimes to effect more rapid changes than are fair to existing establishments, and the conservatism of the District Board is often useful." "The new scale of fees has in Etah, as elsewhere, lessened the attendance at the middle schools very seriously, but probably here, as with reference to the halkabandi schools, bad seasons have something to say to the lessened number of scholars."

90. The following remarks on the village schools of the Etáwah district are taken from the report of Mr. Alexander, Chairman of the District Board:—"The chief defect in them is one which has been pointed out over and over again, and that is the little care bestowed on the boys in the lowest classes. In this respect there has, however, been some improvement during the past year." "I have been rather disappointed by the lack of interest taken in the subject of education by most of the members of the Local Boards, but I think this year that there will be an improvement." "I may here mention Chaudhari Darshan Singh and Rae Baldeo Bakhsh of the Auraiya, Tiwari Kali Shankar of the Bidhuna, Chaube Bansidhar of the Bharthna and Lala Durga Prasad of the Etáwah Local Boards (who are all members of the District Board) as having paid special attention to the schools in their charge, and trust that their example will be emulated by other members during the current year."

91. ROHILKHAND DIVISION.

Result of the Inspector's Examination of the Primary Schools.

Percentage of passes.

Examination.	Moradabad.	Shâhjahânpur.	Bijnor.	Pilibhît.	Bareilly.	Budaun.
Upper primary ...	24	20	19	16	9	3
Lower " " ...	35	38	30	42	13	13

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Munshi Piaray Lal, Assistant Inspector of Schools, Rohilkhand, writes as follows regarding the work of the year in these schools :—

"Another reason why the results of the centre examinations were not more favourable was, as mentioned last year, the incompetence of many of the teachers themselves in Arithmetic, the most important subject in the whole course. As in the preceding year, Mensuration also proved a stumbling block to many. The main cause of this was that many of the teachers in these schools, who are holders of 2nd grade sanads, were not while at the normal school required to study that subject. The results, though not as satisfactory as I should have wished, are by no means discouraging and give a very fair promise of a substantial progress and improvement during the next year. Considering the past state of vernacular primary education in this division, I think I can safely say that the schools have made quite as much or more improvement than perhaps could well have been expected in the course of one year. With an exception or two the District Inspecting Officers have become fully alive to the necessity of a constant and better supervision, and have, to a great extent, succeeded in making most of the teachers to understand their moral obligations and to endeavour to make up their past deficiencies. Many of the obstacles which lay in the way of progress have been almost overcome, and the path for future improvement has been nearly paved."

92. Special attention was during the year directed to the neglected schools of the Bareilly district, where the foundations at least of a system have been laid. Progress is much checked by the very inferior class of men who have been appointed teachers. Munshi Piaray Lal writes:—"The results of the examination of classes III and V arrived at both by the District Inspecting Officers and myself show that the majority of the schools were in a most unsatisfatory state. During the course of my tour I found that the directions of the code had not been satisfactorily observed, that the admission registers were still in a disgraceful state, that most of the teachers neither understood the time-table nor attempted to do so, that the proper course of study had not been observed, and that in very few cases the course prescribed for the different standards had been finished. The schools in the Deputy Inspector's circle, however, were in every respect far superior to those in the Sub-Deputy Inspector's. This state of things was partly due to want of energy on the part of our District Inspecting Officers and partly to the incompetence as well as to the apathy of many of the teachers, on which I also remarked last year."

93. Mr. Meston, C.S., Assistant Magistrate at Moradabad, has during this year again given valuable assistance towards the improvement of the village schools. The following extracts are taken from his report :—

"The Board, while trying to keep a tight hand over the general management, regrets that it has been able to do so little in the way of personal visitations. On account of other duties in the camping season, I could examine only about a third of the district schools. The Tahsíldárs of Moradabad (Abdul Ghafur) and Sambhal (Ghafur Khan) and the ex-Tahsíldár of Bilari (Nizam-uddin) have, however, rendered much assistance within their respective charges. To Hakim Niaz Ali Khan of Amroha, Sahu Shyam Sundar of Moradabad and Sahu Ram Rattan of Thakurdwara I have to again express thanks for timely advice and help in many ways, and Dr. Parker of the Methodist Episcopal Church Mission has ungrudgingly given us the benefit of his large observation and experience. Mrs. Parker has been untiring in her care of the city female schools; and of other non-members of the Board, Babu Ram Chandra, Deputy Collector, has stimulated educational work in Chandausi, and Mr. Hopkins, C.S., has conducted valuable inspections of the schools in Hasanpur tahsíl. The falling off in numbers in the town schools was obviously due to the imposition during the year of a stricter and enhanced rate of fees as directed in Circular No. 24, dated 25th July, 1888. The new scale was introduced from the 1st October in this district, and has been rigidly adhered to. It has relieved the schools of much dead weight in the way of backward and careless boys, who hindered the teachers from attending to boys who would repay their trouble. It has at the same time materially increased the fee-income, and in no way can the decreased attendance be looked upon as a drawback. In the tuitional results we have to record with regret a distinct falling off. The percentage of success in the annual examinations was 31·51 for the Upper Primary, and 43·16 for the Lower Primary, the numbers that went up being 146 and 461 respectively. I can only say that those figures show how entirely we are dependent upon the energy and ability of our inspecting staff. The results correspond exactly with what I found in the cold weather tour. The schools in Moradabad and Thakurdwara I found miserably bad, bad beyond all anticipation, worse than I had ever seen them before. Still the code was being followed, the attendance was good, the boys did not seem below the average in intelligence. There could be no possible reason for this state of things but the feebleness of the old Sub-Deputy Inspector, in whose charge these two particular tahsíls were.

"The *fee-income* of our primary schools for the year under report is shown in the marginal table. As it goes on increasing it is becoming of the greatest use to us, without in any way pressing heavily on the pupils or decreasing the attendance. Clocks, matting apparatus for gymnastics, and many other little things that make a school neater and more popular, are the purposes to which the money is and will be devoted. The universal introduction of fees was a decided success.

		Rs.	a.	p.
April, 1888	...	34	2	0
May, "	...	42	5	0
June, "	...	68	9	9
July, "	...	53	5	0
August, "	...	54	9	3
September, "	...	41	14	0
October, "	...	80	12	3
November, "	...	56	13	0
December, "	...	48	9	3
January, 1889	...	58	2	6
February, "	...	53	1	3
March, "	...	61	14	0
Total	...	654	1	3

"The *code* is being now strictly enforced in all its details: but it is still too early, if it would not be presumptuous, to criticise its working. The new grading of the teachers is in full swing and affords us the handiest possible means for rewarding hardworking men and punishing the lazy and incapable. Before concluding my remarks on our primary school, which are after all the most important educational agency we have to look after, I cannot help mentioning the great obstacle to their success,—the want of discipline, and by this I mean not only actual disobedience to teachers, but over-familiarity, untidyness, unpunctuality and a score of other minor faults. It has been found very hard to enforce the new time-table, despite the direct threats, and in other matters as well as this the teachers are fully as much to blame as the boys. The remedy for these things is in great part theoretical. For though much is done by rules and restrictions, the moral and physical influence of a better class of teachers is what we chiefly want—less of the Kayath element, less cram and more manliness. The most popular teacher I have come across was a fine old fashioned Thakur in an out-of-the-way village school, but then his educational results were far from what might be desired. As we cannot unfortunately be sufficiently familiar with all our teachers to judge of their fitness as leaders and masters of boys, I should suggest that their qualifications in that respect be especially noted and estimated during their Normal School course."

94. I extract the following from the report on the Bijnor district by Mr. Bullock, Chairman of the District Board:—"In my opinion the time has now come when the natives of India should prove their desire for education by showing a readiness to pay for it, and I think that fees should be taken in all schools, and that such as cannot stand this slight test of their stability should be broken up rather than maintained as free schools at the cost of the state, and I should be glad to see an order issued making the payment of fees compulsory in lower primary schools. In the present acute tension of financial arrangements there is the greatest difficulty in maintaining the efficiency of the Department, and if the Board were given to understand that the fee-income was placed at their unrestricted disposal, I think it would soon see the practical advantage of the system of payment. At present the District Board is much hampered by the want of funds for repairing school buildings. The condition of the school houses is far from satisfactory, and most of them are old and require extensive repairs. This district is a good deal subject to heavy falls of rain, and this year towards the close of the rainy season there was a fall which did much damage to buildings, and I am at present in great difficulties for money to repair them. The annual grant for repairs and buildings is Rs. 800 for 56 buildings, or about Rs. 14 per school. If the buildings were in good order this might be nearly sufficient, but the majority of those I have seen are old dilapidated buildings and cannot be placed on a proper footing with this amount. One school at Rehar, a middle class school and one of the best in the district, was burnt down last year and is at present housed in two shops in the bazár, and I see no way of getting a properly built house for this good school out of the repair grant. These difficulties can only be met by taking fees and raising our income, and I shall endeavour to place the matter in such a light before the Board as to induce them to reconsider their resolution."

95. Rae Durga Prasad, C.I.E., Secretary to the District Board, Bareilly, reports:—"In about half the schools of this district some beginning seems to have been made in physical sports and exercises. All the tahsíli and middle halkabandi schools have commenced to engage their boys regularly both in the native exercises and exercises connected with hockey and rounders. The Deputy Inspector reports that he was present in places like Aonla, Atarchendi, Gaini, Nawabganj, Faridpur and Fatehganj while the boys were engaged in the sports under notice. He gave instructions in hockey, rounders, foot ball, &c., and observed that the boys heartily took part in the same. Books on hockey were distributed by him in tahsíli and the principal halkabandi schools of each tahsíl. The head teachers of these schools have regularly submitted their reports which show that a fair progress has been made all round." "The Deputy Inspector states that some 550 boys both in tahsíli and halkabandi schools have been reported upon as engaging regularly in the exercises under notice. The fee receipts from tahsíli and halkabandi schools amounted to Rs. 636 and Rs. 368-4-8 respectively against Rs. 474-6-0 and *nil* collected during the previous year. I quite concur with the Deputy Inspector in his opinion that the enhancement or imposition of fees has not done any great harm to our schools. It is true that the number on the

rolls has fallen off, but the levy of fees is not the main cause; on the contrary, it has in a great measure ensured the correctness of the school registers and fictitious names have altogether disappeared."

Mr. Church, the Chairman at Bareilly, remarks:—"I wish that the members of the District Board would take a more practical interest in education. It would be supposed that money for repairs to school houses entrusted to them would have been expended advantageously, but such has not been the case."

96. Regarding the Shâhjahânpur district Mr. Stewart-Wilson, C.S., Assistant Magistrate, writes:—"At the close of past year (1888-89) there were 89 schools with an attendance of 3,492 pupils. The falling off in the number and average attendance of scholars is attributable to the prevalence of fever throughout the district. The schools in which both girls and boys are taught remain as before, while the schools for girls only have had to be closed. These schools are doing a quiet but good work. The education given to the girls is purely elementary, but quite sufficient to qualify them to be good housekeepers. I repeat what I said in my last report that it is from such schools as these that I hope for improvement. The District Board have not been much more useful this year than formerly. An isolated member, Thakur Narain Singh, has assisted me in many ways, and a non-member, Sheikh Rafat Ali of this city, again deserves thanks for his zeal in educational matters."

97. *Allahabad Division.*

RESULT OF THE ASSISTANT INSPECTOR'S EXAMINATION OF THE PRIMARY SCHOOLS.

Percentage of passes.

Examination.	Allahabad.	Hamírpur.	Cawnpore.	Fatehpur.	Jaunpur.	Bánda.
Upper primary ...	81	29	28	28	25	3
Lower " ...	65	48	52	43	48	35

Regarding his own inspection of the schools in this division, Mr. Dodd writes:—

"As Circle Inspector, I visited during my last cold weather tour certain of the tahsíls in the districts of Allahabad, Fatehpur, Cawnpore and Hamírpur for the purpose of *testing the instruction in the Vernacular Schools* under the more immediate management and superintendence of the Assistant Inspector, Allahabad Division. The main object of such test inspection was to ascertain how the requirements of the code for public elementary schools had been carried out by the several District Inspectors with special reference to the subjects of Rent and Revenue Law, Mental Arithmetic, and the keeping up of school registers and other records called for in the code. Speaking generally, the test results which I obtained were satisfactory, and the more so in the keeping of registers and log books, and in instruction in the prescribed text-book on Rent and Revenue Law. In the teaching of Mental Arithmetic, in the lower primary section of the schools, more was found wanting or defective, and the number of failures in that one subject reduced considerably the total *pass* numbers. This has been due in some measure to the faulty character of the text-book, but mainly to the inability of junior teachers to enlarge upon and vary the character of questions in the work, with any degree of intelligence and practicability. To remove this inability a suggestion of your own is now being acted upon, by which groups of junior masters, deficient in the art of teaching mental arithmetic, are called in successively to the head-quarters of Deputy Inspectors of the Allahabad Division, to receive from those officers during the period of vacation hints and exercise in the teaching of the new subject. Deputy Inspectors have been made to understand the importance attached to improvement in this branch of arithmetic, and I expect to find on my next tour that considerable advance has been made in this direction. The following table shows the results of my test inspection of Vernacular Schools of the Allahabad Division by code requirements:—

Statement showing the results of Circle Inspector's test of instruction in Vernacular Schools in the Allahabad Division tour, 1888-89.

District.	No. of schools examined.	Class III.		Class IV.		Class V.		Total.		Remarks.
		No. of boys examined.	No. passed.	No. of boys examined.	No. passed.	No. of boys examined.	No. passed.	No. examined.	No. passed.	
Allahabad ...	11	52	38	74	46	85	49	211	133	* Heavy and continued rains prevented either the Inspectors going out into the villages or boys being brought into the sadar station.
Fatehpur ...	15	34	10	55	29	64	23	153	62	
Cawnpore ...	14	51	37	64	47	71	35	186	119	
Hamírpur ...	* 1	5	1	10	2	17	3	32	6	
Total ...	41	142	86	203	124	237	110	582	320	

98. Mr. Rogers, C.S., Secretary to the Board in Cawnpore, reports :—"During the year under report in Cawnpore tahsíl a fee of six pies was introduced in the upper primary section and a fee of three pies in the lower primary section of halkabandi schools. These fees were introduced experimentally from December, 1888, and it is hoped that during the current year the system will be extended all over the district."

Mr. Porter, Chairman, District Board, Allahabad, writes :—"There are no important changes to record this year, but those of last year have been carefully worked upon and a more regular system and greater accuracy introduced. Accordingly, though from the statistics of this year there appears to have been a falling off rather than an advance on the previous year, this is more apparent than real, as the statistics are more reliable than formerly and there has been a removal of all the rubbish, so to speak, which went to swell those of former years. The enrolment has fallen off also owing to the levying of fees and is only 3,676 as compared with 4,074 last year, but the proportional attendance has improved, as it is 2,931 as compared with 3,225, *i.e.*, while numbers have been reduced by 398 the reduction in attendance is 294 only. The school fees have been raised to the amount of Rs. 836-5-9. This is the first year of collection. As regards the year's progress too much stress should not be laid on the falling off in attendance: it was in fact anticipated when fees were first levied and is mainly due to this cause. Other causes are the abolition of five or six schools which were in a bad state and a much stricter keeping of the registers, which now represent the actual facts, while formerly they were very inaccurate. Under these circumstances there is no reason to be alarmed at the falling off, but every hope that the pruning has been carried out sufficiently and improvement will in future be both apparent and real."

99. *Benares Division.*

RESULT OF THE INSPECTOR'S EXAMINATION OF THE PRIMARY SCHOOLS.

Percentage of passes.

Examination.	Azamgarh	Mirzapur.	Basti.	Gorakhpur	Benares.	Gházipur.	Ballia.
Upper primary ...	59	59	57	53	53	31	23
Lower " ...	77	65	69	59	54	43	60

The following remarks extracted from the report of the Inspector, Pandit Lakshmi Shankar Misra, who was in charge of the Vernacular Schools of the Division, summarize the results of his inspection in each of his eight districts :—

Azamgarh.—"The number on rolls has gone down, as already remarked, but the examination results have not been bad. The Deputy Inspector thinks that the teachers generally understand their work now. The results of the upper and lower primary examinations show considerable improvement. As a result of the preliminary tour in the district, the Deputy Inspector reports that the text-books were found with the boys in almost all the schools, the admission registers were found generally correct, and the work was carried on according to the time-table, but there appears to be some difficulty in realizing the fees. The district was in charge of Babu Manohar Das, who was transferred from Benares in the beginning of the sessions. His work has been thorough and intelligent and he has not allowed the schools to deteriorate."

Ballia.—"There has been no change in the number of primary schools, but the examination results have been very poor as compared with the last year. In the 3rd class the percentage of passes is only 37 against 69 of the previous year. It is perfectly apparent that the schools were neglected during the year, and the Deputy Inspector did not exercise even the ordinary supervision. Pandit Sitaram's work has been very unsatisfactory. He has ruined a very flourishing district of this division. Regarding the preliminary tour the Deputy Inspector remarks that 'the boys are supplied with their text-books and the teachers understood the time-table and work according to it.'"

Basti.—"The primary schools have been reduced by the abolition of worthless schools. In this district the fees appear to have affected the numbers considerably. The district has also been unlucky on account of bad health of the inhabitants during some portion of the year. Although the number of boys has fallen, yet the examination results have been better than in the previous year. The percentage of passes in the primary examinations has risen from 62 to 70. In this district the 4th class has apparently been neglected by the teachers. When Munshi Chhedi Lal took charge of the district he had certainly a difficult task before him, and I am glad he has worked steadily to repair the injury that was done by his predecessor. With some more experience I hope that he will rank with our good Deputy Inspectors. The Sub-Deputy Inspector's work appears to be poor. It seems that he is beginning to lose his energy now. I have observed that the school buildings of this district are generally built on

a very defective plan affording very little shelter to the boys against the sun, the wind and the rain. In the process of usual repairs they ought to be improved."

Benares.—"The condition of the primary schools is not very satisfactory. In the 3rd class examination the percentage of passes has slightly decreased, and the 5th class shows a decided falling off. In this class the percentage of passes is 56 against 72 of the previous year. It appears probable that in this district the lower classes have been neglected. I examined the 7th class of many schools in the district and generally found that their progress was unsatisfactory. It is a fatal mistake to neglect the beginners, and perhaps it is far more difficult to train them properly. A school in which the lowest classes are thoroughly taught always succeeds in the higher examinations. In such a school the teachers find much ease and pleasure in teaching the boys as they proceed higher and higher. I also remark that in the district of Benares the scale of pay given to the teachers is lower than perhaps in any other district, and hence we cannot expect that good teachers will stay long in the schools. They are always tempted to go to other districts with higher pay and better prospects. I am afraid that after a few years we shall be able to get only a very inferior set of teachers, and this must in the long run deteriorate the education of this district. A good school with an efficient teacher is sure to attract more boys and to do more useful work than four or five schools with incompetent teachers doing hardly any work. In the district of Benares for a long period the amount of work done has not been measured by the expenditure incurred, but by the number of schools supposed to exist. Pandit Deoki Nandan has worked as Deputy Inspector for nearly the whole year. His work has been ordinarily fair, but to improve this district he must show more energy and tact. The district is a small one, and an energetic man with the help of a Sub-Deputy Inspector ought to do a good deal in raising the educational status. In his preliminary tour the Deputy Inspector has found the classifications properly made and the boys generally supplied with text-books. However, he remarks that 'attempt has been made to work according to the time-table, but the number of teachers that have acquired sufficient practice in it is as yet very small.'"

Gházipur.—"In the beginning of the year under review this district was in a wretched condition owing to mismanagement. It took some months before the deficiencies were removed and the schools put into good working order. In a large portion of the district excessive fever of an unusual type raged from September to November, and it was found necessary to close many schools for upwards of three months. Near Dildarnagar there was excessive mortality. The district would have done much better but for this calamity, as the Deputy and the Sub-Deputy Inspectors did not fail to exert themselves in improving the schools. Out of the ordinary halkabandi schools 12 nominal schools were abolished in order to make provision for the revised scale of pay to the teachers. The diminution in numbers appears to have been caused by the following:—(1) Reduction of five middle schools, (2) thorough check of the accuracy of registers, (3) strictness in realization of fees, (4) excessive sickness. It seems useless to compare the upper and lower primary examination results of the last two years, for the simple reason that the examinations of the late Deputy Inspector at the centres were perfectly unreliable. His aim was to show a high percentage of passes. I specially saw a good deal of this district in my last winter tour, and I hope that the district will regain its former reputation by the time that I make my next tour. The present Deputy Inspector, Maulvi Akbar Khan, continues to work with his usual energy and intelligence. He is very ably assisted by his Sub-Deputy, Pandit Rameswar Datt Pande, who has shown an admirable aptitude for inspection work. He is very hardworking and energetic and takes a keen interest in his work. He is perfectly qualified to manage a district as a Deputy Inspector. At present Gházipur has the best inspecting officers in my division. As the centre examinations of this district were finished by the middle of January there was ample time for the preliminary tour. In this tour the new classifications were tested and corrected where necessary, and arrangements were made to supply the text-books. The Deputy Inspector reports that the teachers have begun to understand the working of the time-table and now it is followed in almost all the schools."

Gorakhpur.—"The number of primary schools in the district has remained almost the same as in the previous year, but the number on rolls has decreased. It appears that the Deputy Inspector examined the boys at centres with great laxity and leniency. His percentage of passes is 71, whereas only 58 per cent. passed in my examination. In my tour I observed that the Deputy Inspector, Munshi Iswari Prasad, knew very little of inspection work, and almost the whole work was done by Munshi Zakriya Khan, the Sub-Deputy. Munshi Iswari Prasad is very slow in his work and appears to be devoid of all energy. The office work of Gorakhpur is also unsatisfactory."

Mirzapur.—"This district also suffered from the prevalence of fever in the earlier months of winter. The boys of the primary schools have done well at the centre examination. On the whole, the results have been slightly better than in the previous year. In the month of November, before the regular centre examinations commenced, I visited a pretty large number of the schools situated on the Vindhya hills. Considering the

circumstances under which they are placed, I think they are getting on very satisfactorily. In these schools I found some very intelligent boys. In his preliminary tour the Deputy Inspector, Munshi Mahabir Prasad, found that the work was properly going on in the schools according to the code, and that the time-table had been introduced in all the schools. In this tour he has also taken the opportunity of showing the method of teaching by giving instructions to the classes according to the time-table in the presence of the teacher and by making the teacher do the same before him. The work of Munshi Mahabir Prasad has been very intelligent and satisfactory, but his present Sub-Deputy can do very little."

100. Regarding the schools in *Gorakhpur*, Mr. Roberts, Chairman of the District Board, writes:—"There is one school less, and there is a remarkable falling off in numbers of about 2,000 on the rolls and about 1,300 on the average attendance. This is owing to the introduction of the new system of levying fees. In some schools the falling off in number and quality has been so great that the Inspector of Schools has recommended no less than twelve of them for abolition. The Deputy Inspector reports 'that some of the teachers pay fees out of their own pockets on the ground that if they do not do so the boys will cease to attend, which will result in the abolition of their schools and as a necessary consequence in the loss of their appointments.' The falling off in number extends to the tahsíli and pargana schools owing to fees being now required in the lower classes as well as the higher. The income from fees was—

	Rs.
In tahsíli and pargana schools	369
Halkabandi schools	1,035
Total ...	1,404

"Last year 30 schools were reduced not without some hesitation; any further extensive reduction is to be deprecated. I am not able to give any decided opinion yet as to the result of the new system."

101. Mr. Bateman, Chairman, District Board, *Azamgarh*, writes as follows:—"Under this head came 101 schools against 99 last year. The rise is due to the two middle schools being reduced to the status of lower schools. But in spite of this increase in the number of schools the rolls show a decrease from 4,726 to 4,051, *i.e.*, by 675. Here, too, the decrease is owing to the introduction of fees, one-half anna in the upper primary classes and one-quarter anna in the lower primary. The previous scale was one anna from the non-agriculturist class only. The new system of enforcing fees as shown above has certainly resulted in a decrease of the number of boys on the rolls, and the only question to be asked is—is this a matter to be regretted? It must be noted that the above decrease is accompanied by an increase in the percentage of attendance, and as regards primary schools a great improvement in examination results. It would be fair, perhaps, to infer that if a boy's father will not or cannot pay such very small fees for his education, the boy himself is not likely to be in a position in life to benefit by education of any sort. It must be remembered, too, that in this country, owing to the joint family system, parental selfishness has less to be guarded against than in other countries; or, to put the matter in another way, parental self-interest is enough to lead a man to do all he can for the advancement of his son's interests, as the father in every case hopes himself to benefit by his son's well being, which cannot be said to be the case elsewhere. It must be owned it has been a very unlucky year for the introduction of the system owing to bad harvest, &c., and possibly in more favourable years the numbers of boys on the rolls will increase again."

102. Writing on the subject of the introduction of fees into the village schools, Mr. Lumsden, the Commissioner of the Division, states his opinion that "the fee system, apart from the fact that it developes the income of the District Board, which could be advantageously utilized in improving the status of the teaching staff, &c., is sound in principle, as it tends to weed out boys who are pupils only in name, secures greater punctuality in attendance and does away with fictitious entries in the school registers. The attention of the District Board will be invited to this matter."

Referring especially to Azamgarh he writes:—"As noticed by Mr. Bateman, the introduction of the fee system in halkabandi schools and the revision of the scale of fees in tahsíl and pargana schools has no doubt resulted in a reduction in the number of boys on the rolls, but this was to be expected, and is not, in my opinion, a matter for regret. The fee system is admittedly sound in principle: it has not only increased the income of the District Board, which can be advantageously utilized in improving the status of the teaching staff, &c., but will keep the number of boys on the rolls within a limit which will bear a reasonable proportion to the number of teachers the District Board can provide for their tuition. Hitherto one of the great drawbacks to the efficiency of the schools has been the inability of the teachers to do justice to the large number of boys they have had to attend to."

103. Mr. Whalley, Chairman of the District Board, reports regarding Basti:— "The chief event of the year has been the universal enforcement of fees, and, as was to be expected, the number of scholars has fallen off very considerably. The number of scholars in the upper and lower primary schools was 4,361 in 1888 and only 3,059 in 1889. The examination results, however, show that the diminution in numbers is not altogether to be regretted. Fewer boys presented themselves for examination, but the number who passed were very little below the number that passed in 1888. The two years compare as follows:—

Passed.

	Upper Primary.	Lower Primary.	Total.
1888	69	393	462
1889	80	347	427

104. *Kumaun.*

RESULT OF THE INSPECTOR'S EXAMINATION OF THE PRIMARY SCHOOLS.

Percentage of passes.

Examination.	Kumaun.		
	Garhwál.	Kumaun.	Tarái.
Upper primary	31	11	5
Lower "	33	23	24

Some progress has been made in the introduction of the code for elementary schools into the Kumaun Division, but the circumstances of this part of the province are peculiar, and the demand for education very feeble.

Physical education in Primary Schools.

105. Some progress has been made in the introduction of physical exercises and games among the scholars of these schools both in the Allahabad and Benares Divisions. I take the following from the report on the latter division by Pandit Lakshmi Shankar Misra: "In the year 1887-88 I made some experiments to find out whether a system of physical training would succeed in the village schools, and after further consultation with the Deputy Inspectors a system of physical education, combining English and native games and sports, was introduced in almost all the districts. Nearly all the districts obtained subscriptions or grants from the Boards for the encouragement of physical training, which, being supplemented by a Government grant of about Rs. 400, has enabled the Deputy Inspectors to purchase foot-balls and arrange about other apparatus that were necessary. As a general rule, every day after the centre examination I got up foot-ball matches and some races and gave small prizes. I found the boys much interested in such little meetings, and the villagers enjoyed the sight very much. As I always joined the boys in the game of foot-ball, they were much encouraged and they evidently appreciated the healthy exercise to which they were subjected. At the headquarters of many of the districts I got up a day of sports, in which boys of the various schools in the district were invited to join. At Azamgarh we had a very successful day through the kind patronage of Mr. Lumsden, the Commissioner, and Mr. Twigg, the Collector, who took a great interest in the matter. The boys were encouraged and delighted to receive prizes from the hands of the Commissioner *Sahib*, who treated them very kindly. All the respectable people of the station were present. At Ghâzipur and Ballia also we had very successful meetings. At Ghâzipur nearly all the members of the District Board then in the station showed their interest by their presence and by giving subscriptions to the prize fund. Mr. Leupolt, the Judge, kindly distributed the prizes. The Deputy Inspector's arrangements here were excellent. At Ballia Mr. Mulock, the Collector, gave me all the help I required and all the native gentlemen and officials were present. The prizes were very kindly distributed by Mrs. Mulock. At Basti heavy rains spoilt a portion of our sports, but we finished the programme and Mr. Whalley distributed the prizes. By my next tour the boys of the various districts will be much better trained, and I fully expect more success in the coming winter. I expect that those districts which were somewhat backward last year will also come to the front, as I find that all the districts now take interest in physical training."

Administrative Changes.

106. The following points of general administration may be noted. The system of record and correspondence in the Deputy Inspectors' offices in the North-Western Provinces was examined and a code of instruction issued, under this office Circular No. 6 of 16th February, 1889, for their regulation. The offices are now being gradually brought into order under these rules and have been placed under regular inspection. No standing orders on the subject having been issued, each Deputy Inspector had main-

tained such records as he thought convenient, or not kept them. In the Oudh districts the offices had been brought under a regular system some time previously by Mr. Nesfield —in this again taking the lead in method.

107. After some discussion with the Postmaster-General in these provinces a set of rules was drawn up and issued determining the conditions on which village teachers might be employed as Postmasters. These are printed in Appendix XIV. Regarding the employment of the village teachers in any other capacity it should be noted that if the teacher has a well attended school, his time is so fully occupied that he cannot attend to other business without danger of neglect to his special duties. Out of the regular school hours he has to prepare lessons, go over exercises, and give private instruction to some of his boys. He requires leisure to refresh himself and should not be tied down to the school house to attend to customers when his school is closed. Thus in such cases it is not expedient that he should be allowed to undertake the duties. The school will not benefit by the arrangement and may be injured by it, and this will not be discovered until the evil is done.

Aided Primary Schools.

108. In the annexed abstract I give the general statistics relating to the schools of this class aided and inspected by the Department :—

Abstract for Primary Schools aided by the Department.

Class of school.	Number of schools.	On roll on 31st March.			Result of examination.		Expenditure.			
		Details.		Total.	Passed upper primary standard.	Passed lower primary standard.	Details.			Total.
		In upper primary section.	In lower primary section.				Public funds.	Fees.	Other sources.	
							Rs.	Rs.	Rs.	Rs.
Vernacular ...	75	158	2,430	2,588	23	101	4,993	576	10,078	15,647
English ...	35	335	2,444	2,779	78	195	12,558	4,729	15,048	32,335
Total ...	110	493	4,874	5,367	101	296	17,551	5,305	25,126	47,982

Note.—Schools aided by Municipal Committees and schools for Europeans are not included in this statement.

The number of the *vernacular schools* returned as receiving aid is 75 against 120 last year. The decrease is due to the temporary suspension of the grants to the schools under Director of Public Instruction's Circular No. 16 of 1886, which were not paid until after the close of the year under report. The *English* schools of this class have increased by 10, and the Government grants from Rs. 9,210 to Rs. 12,558. There has been an increase in the number of the branch schools. The Anglo-Sanskrit school at Lalitpur for Thakurs has been included in this class.

General abstract of statistics for primary education.

109. I give below the general abstract for this class of schools. The difference in the figures for the state and aided schools has been explained in the preceding paragraphs.

Public Primary Schools for Boys.

(Statistics of the last day of March.)

	Number of institutions.		Number of scholars.		Expenditure during the year.									
					From public revenues.		Municipal funds.		Fees.		Endowments, &c.		Total.	
	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	4,171	4,416	141,255	151,549	5,15,161	5,04,146	20,898	20,452	13,849	8,880	2,138	3,005	5,52,046	5,36,483
Aided ...	116	159	5,38[illegible]	6,598	23,345	19,677	2,257	1,980	8,533	5,564	25,541	30,338	59,676	57,559
Unaided ...	34	39	1,21[illegible]	1,366	...	...	...	...	815	894	5,771	6,629	6,584	7,523
Total ...	4,321	4,611	147,852	159,513	5,38,506	5,23,823	23,155	22,432	23,195	15,338	33,450	39,972	6,18,306	6,01,565

Municipal aided schools and schools for Europeans are included in the above abstract of the General Tables.

C.—Private Institutions.

110. Besides the *public* institutions, that is, institutions in which the course of instruction conforms to the standards prescribed for the departmental or university examinations, and which have been referred to in the preceding paragraphs, there are numerous *indigenous* institutions *(i. e., desi maktabs, pathsalas, &c.)*. The following is a comparison of the statistics of those returned as advanced institutions :—

Teaching.	Number of institutions.		Number of Scholars.	
	1889.	1888.	1889.	1888.
Arabic and Persian	1,485	1,445	14,017	13,084
Sanskrit	395	522	4,624	7,831
Other Oriental classics	42	29	241	152
Total ...	1,922	1,996	18,882	21,067

The number of indigenous schools of the elementary class for boys is returned as 3,737 with 47,106 boys, against 4,148 schools with 47,551 boys. The subjects studied and the number of boys studying are compared as follows :—

Subject.	Scholars.	
	1889.	1888.
English	1,496	1,527
Oriental classics	17,186	16,233
Vernacular	28,898	30,685
Total ...	47,580	48,445

The girls' schools of this class are returned as 51 with 1,504 girls. Of these about 1,400 belong to the Muhammadan or Hindu families and 94 are Native Christians, and the remaining 12 belong to other creeds. The total number of these private institutions of all classes returned this year is 5,761, against 6,144 last year. The attendance on the last day of the year is reported as 67,492 against 70,248 on the same day of the preceding year. The statistics are, however, on too uncertain a basis to admit of any inference being drawn from decreased number returned. The remarks given in paras. 122-124 of my last annual report are equally applicable this year and need not be repeated.

SECTION V.—EDUCATION, SPECIAL.

Normal Schools.

111. The central examination of the students of normal schools and uncertificated teachers in vernacular schools for the North-Western Provinces was conducted by Mr. Constable on the same lines as last year. The following is a comparison of the results of the examination for the year under report and the preceding year :—

(1) *Result of the Normal School Examination of 1888-89 of candidates from North-Western Provinces.*

Class of candidates.	Number of examinees.		Passed.							
			In 1st grade.		In 2nd grade.		Total.			
							Absolute number.		Percentage.	
	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.
A.—N. S. Students.										
Meerut	29	39	13	22	14	8	27	30	93	77
Agra	34	36	22	28	8	6	30	34	88	94
Bareilly	39	40	8	18	18	7	26	25	67	63
Allahabad and Benares ...	77	93	37	56	28	27	65	83	84	89
Jhánsi	10	13	7	10	3	3	10	13	100	100
Total ...	189	221	87	134	71	51	158	185	84	84
B.—Uncertificated Teachers ...	382	717	50	138	113	167	163	305	43	43
Grand Total ...	571	938	137	272	184	218	21	490	56	52

Of the successful candidates 245 were Hindus and 76 Muhammadans. The success of the Jhânsi Normal School deserves special notice.

The following is the comparative table of the subjects of failure :—

Details of subjects of failure.

Class of candidates.	Number of examinees.		Failed in—									
			Literature.		Arithmetic.		History and Geography.		Science.		Extra subjects.	
	1889	1888.	1889	1888.	1889.	1888.	1889.	1888.	1889.	1888	1889.	1888.
A.—N. S. Students.												
Meerut ...	29	39	2	2	...	7	...	2	...	...	...	...
Agra ...	34	36	2	...	4	2	...	...	1	...	...	..
Bareilly ...	39	40	6	4	13	11	4	8	1	...	1	3
Allahabad and Benares.	77	93	6	2	6	8	3	1	...	...	3	...
Jhânsi ...	10	13	...	...	...	...	...	...	...	...	...	...
Total ...	189	221	16	8	23	28	7	11	2	...	4	3
B.—Uncertificated Teachers.	382	717	117	176	134	286	127	347	97	118	68	109
GRAND TOTAL ...	571	938	133	184	157	314	134	358	99	118	72	112

112. The examination of the candidates from the Oudh schools was held independently and under different c onditions. The following is Mr. Nesfield's report :—

"*Normal Schools.*—Up to 31st March, 1889, there were three normal schools at work as in the previous year, namely, one at Gonda, one at Rae Bareli and one at Lucknow, the last being double the size of either of the other two. It had long been under contemplation to concentrate all the normal teaching in Lucknow, and this was carried out on the 1st April last. Since the opening of the two new railroads no reason has existed for maintaining local normal schools; and another obstacle has been removed by the plan now practised of paying the normal students whatever expense is actually incurred by them in the journey from their houses to the normal school. In the three normal schools named there were 144 students under training in 1888-89, 21 of whom were reading for the upper grade certificate and 123 for the lower grade. The examination was held, as usual, before Dasehra vacation, and the new session with its new batch of students commenced a short time after it. In the last examination 11 (or 52 per cent.) passed in the upper grade, and 63 (or 51 per cent.) in the lower. These numbers appear to me satisfactory, considering that all students have to pass in both vernaculars and that the minimum necessary for passing in each subject is a high one. The following statement shows further details in connection with the candidates in both grades :—

Normal Schools.

Name of school.	Number of candidates examined.			Number passed			Number failed in—						Race or creed of passed scholars.		
							Language.								
	Upper.	Lower.	Total.	Upper grade.	Lower grade.	Total.	Urdu.	Nagri.	Kaithi.	Mathematics.	History and Geography.	Science.	Hindus.	Muhammadans.	Total.
Lucknow	11	69	80	8	31	39	26	...	16	27	25	...	32	7	39
Gonda	2	29	31	1	22	23	7	1	4	1	3	...	19	4	23
Rae Bareli	8	25	33	2	10	12	19	...	7	13	10	1	11	1	12
Total ...	21	123	144	11	63	74	52	1	27	41	38	1	62	12	74

"The number of failures in Urdu is always greater than that in Nagri because Urdu is more difficult to Nagri students than Nagri is to Urdu ones."

113. Arrangements have been made to concentrate the normal schools of the province in three central normal schools at Agra, Allahabad and Lucknow. In the first, the schools from Jhánsi, Meerut and Agra have been amalgamated; the Benares and Allahabad schools have been united in the latter place, and, as noticed above, the four schools of Oudh have been concentrated at Lucknow. When the accommodation at the Lucknow school has been extended, the school at Bareilly will be closed and the students removed. By this arrangement the Department has been able to entertain a more efficient staff and to undertake a more complete training of the students. In Appendix No. XVI, I print the code of rules drawn up to regulate the normal schools for training teachers for the vernacular schools. It will be seen that the course now laid down extends over two years and covers the whole ground of a good vernacular education. The young men who, after passing the middle vernacular examination, obtain after two years' study, the upper grade certificate, will rank high among those whose education has been restricted to the vernacular, and will be well fitted to raise the standard of education in the secondary vernacular schools.

114. I give in the annexed statement the statistics of special schools for men, for the year under report and the preceding year :—

Special schools for Men.

	Number of institutions.		Number of students.		Expenditure. From public revenues.		Fees.		Endowment, &c.		Total.	
	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	* 52	51	2,164	2,219	51,217	52,341	8,688	10,397	1,514	364	61,419	63,102
Aided ...	2	2	85	81	1,200	1,200	...	...	1,633	1,199	2,833	2,399
Total ...	54	53	2,249	2,300	52,417	53,541	8,688	10,397	3,147	1,563	64,252	65,501

* Normal schools, 9; schools for patwáris, 43.

The decrease in the public expenditure is confined to normal schools, the other variations in the expenditure have occurred among the schools for patwáris.

SECTION VI.—THE EDUCATION OF NATIVE GIRLS.

Under public management: (a) Primary Vernacular.

115. The following is a comparative statement relating to schools of this class maintained by the District and Municipal Boards :—

Primary Schools for Girls under public management.

	Number of schools.	On rolls on 31st March. Details. Upper primary section.	Lower primary section.	Total.	Expenditure.
					Rs.
1889	154	174	3,328	3,502	17,960
1888	163	164	3,534	3,698	18,074

There has been a reduction in the number of the schools maintained by District Boards, and an improvement, though slight, on the proportion of the girls returned as having passed beyond the primary stage.

116. The reports from the Chairmen of the District Boards on this branch of education are not more encouraging than usual. In para. 124 of my annual report of 1886-87 I quoted an extract from the report from Mr. Finlay, Chairman of the District Board, Agra, in which he noted an extension of activity in this direction and expressed hopes of success. He now reports :—" With regard to the female primary schools, we have to confess that those in existence do not make the progress that is to be desired, and the reasons are not far to seek. There is, in the first and principal place, the general apathy and indifference to, and I may add in many quarters distrust of female education at all. There are the obvious difficulties of working the *pardah* system, and there is an almost insuperable difficulty in getting efficient female teachers. The Municipal Board of Firozabad, failing to find one in Firozabad, asked me to find one in Agra, but none was forthcoming except a young Native Christian, whose appointment was unacceptable for obvious reasons."

Mr. Trethewy, Secretary of the District Board, Farukhabad, writes :—" The girls' schools are in a most unsatisfactory condition. There is a decrease in the average

attendance, and the standard of education is low." On this Mr. Cadell, the Commissioner of the Division, remarks that "here, as elsewhere, girls' schools excite little interest." Mr. Alexander, Chairman at Etáwah, notes: "Female education has not developed in any noteworthy manner, but it is to the credit of Lala Mangli Prasad that he has kept up one school, at Etáwah. Without his care this school would have withered away by this time, and if he can succeed in making it permanent, he will have succeeded in a difficult, but most desirable object."

Mr. Meston, Secretary to the District Board, Moradabad, writes:—"Apathy regarding female education is deeply rooted in the district and throws its shadow over our girls' schools. We have had to close three of the old schools, and have now four remaining, only one of which is outside the city."

Mr. Rogers, Secretary at Cawnpore, reports:—"There are now two girls' schools in this district as against three last year, but neither of them is doing well. Parents do not all appreciate the advantages of having their daughters educated."

From Bijnor the Chairman, Mr. Bullock, writes:—"The education of girls is not at present popular, but Raja Shiam Singh of Tajpur has taken one school under his patronage, and it has been transferred from Jhalu to Tajpur, where it is hoped that his influence may bring out better results."

From Hamírpur the Secretary to the Board reports:—"The girls' school at Srinagar is reported to be in a very unsatisfactory condition. The Deputy Inspector in his report says that there is no hope of its ever improving. I also agree with the Deputy Inspector, and am of opinion that this school may be closed, as we have hardly any hope of its being improved, even if it be allowed to be kept on a year more."

The only ray of hope, and that a feeble one, comes from Ballia, where Mr. Rustomjee writes as follows:—"I visited the schools lately. The girls read portions of the Ramáyána very well indeed. They seemed intelligent bright little things. I have arranged for them to have lighter and more interesting books to read in future. Excellent as the Ramáyána may be, it is not exactly the kind of epic that girls of eight and nine years of age are likely to appreciate."

Under public management: (b) Secondary Vernacular.

117. The only school of this class returned this year, as last, is the middle vernacular school maintained by the Municipal Board, Lucknow, and managed by Miss D'Abreu, the Inspectress of Girls' Schools in the district. Thirteen Muhammadan girls are reported to be studying in the middle stage, against 14 last year.

118. *Under private management: aided schools for native girls.*

Class of school.			Number of schools.	Number of scholars. In secondary stage.	In primary stage.	Total.	Expenditure. From public funds.	From municipal funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Secondary ...	Vernacular ...	1889 ...	3	28	400	(a)428	3,840	...	9,151	12,991
		1888 ...	3	48	369	417	3,720	...	5,761	9,481
	English ...	1889 ...	6	92	326	(b)418	8,940	...	15,565	24,505
		1888 ...	6	66	346	412	7,332	...	14,151	21,483
Primary ...	Vernacular ...	1889 ...	157	...	5,523	(c)5,523	16,179	1,096	33,786	51,061
		1888 ...	164	...	5,573	5,573	16,997	1,146	36,041	54,184
	English ...	1889 ...	5	...	263	(d)263	2,458	144	3,666	6,268
		1888 ...	3	...	198	198	1,872	144	2,705	4,721
	Total ...	1889 ...	171	120	6,512	6,632	31,417	1,240	62,168	94,825
		1888 ...	176	114	6,486	6,600	29,921	1,290	58,658	89,869

(a) Except 11, all these girls are returned as Christians.
(b) Ditto 2, ditto ditto ditto.
(c) Of these 515 are returned as Christians.
(d) Except 1, all these girls are returned as Christians.

These are chiefly schools connected with missionary societies and, as I have repeatedly noted in these reports, are, with few exceptions, the only schools in which any real work for the extension of education among girls is being done.

The girls in the secondary schools and the primary English schools are, with few exceptions, returned as Christians. In the primary vernacular schools 515 are Christians and 5,008 belong to other religions. The Inspectors' reports on these schools and the result of my own visits are to the same effect as given in paras. 134 and 135 of my last year's report and need not be repeated. It should be noted that a new secondary boarding school for Christian girls, with a liberal grant from Government, has been established at Allahabad in connection with the American Presbyterian Mission.

SECTION VII.—THE EDUCATION OF SPECIAL CLASSES.

Schools under the Code of Regulations for European Schools.

119. In Appendix XV I give in five tables full statistical details regarding these schools, compiled from the annual reports of the Inspector of these Schools, Mr. Deighton. There are at present 40 schools under the code, 27 for boys and 13 for girls. In the following abstract the average attendance of the last two years is compared; the large relative increase in the middle section is especially noticeable.

Attendance at the European Schools.

	High section.		Middle section.		Primary section.		Infant department.		Total.	
	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.	1889.	1888.
Boys	91	84	314	299	707	674	232	202	1,344	1,259
Girls	20	15	318	247	452	393	130	102	920	757
Total ...	111	99	632	546	1,159	1,067	362	304	2,264	2,016

In my annual report for 1885-86 I printed the detailed statistics for these schools, but considered their annual repetition in the following years unnecessary. During the three years which have since elapsed the average attendance in these schools has increased from 1,874 to 2,264, an increase of 390 scholars, or 21 per cent. The attendance in the high section is now 111 against 74, and in the middle section 632 against 407. Among the high schools the most remarkable increases in attendance have occurred at St. George's College, Mussooree (141 against 75) and in the Diocesan Boys' School, Naini Tal (160 against 109). Both these institutions—the one connected with the Roman Church and the other with the Anglican Church—have earned a high reputation for good management and effective teaching. They are filled with boarders to the extreme limit of their accommodation. On the other hand, the attendance at the Boys' High School in Allahabad has fallen from 91 to 61. The committee of this school have, however, now made arrangements for an improved teaching staff, which will probably attract an increased number. The following shows the distribution of the scholars in the hills and the plains. The numbers are for those scholars only who were present at the Inspector's examination.

	Boys.		Girls.	
	1886.	1889.	1886.	1889.
In the Hills	369	472	186	316
In the Plains	660	640	389	474
Total ...	1,029	1,112	575	790

Thus the increase in the attendance has occurred chiefly in the schools located in the hills.

120. In Table 2 are given the results of the examination for each school in the *class* and special subjects. In the two most important subjects, English and Arithmetic, 62 and 69 per cent. of the examinees were passed by the Inspector—a fair proportion. Among the large schools the following were distinguished in the English examination, St. Fidelis' passing 90 out of 103 examinees, St. Peter's passing 29 out of 31, and St. Paul's passing 48 out of 56. In Arithmetic also St. Fidelis' scholars were successful, passing 32 out of 37 examinees, a very high proportion.

The Diocesan School for boys at Naini Tal also did well in this subject, passing 78 per cent. of its examinees. It should be noted that the boys failed completely in the vernacular, only seven passing out of 92. This subject is most unpopular in the

schools and is taught in a slovenly, indifferent manner. Among the girls' schools may be noted as specially successful in English, St. Mary's Convent, Allahabad, Loretto Convent, Lucknow, and La Martinière, Lucknow, which passed over 80 per cent. of their candidates.

In Table 3 the result of the examination in the *elementary* subjects is given. In the boys' schools 59 per cent. were passed in all the three subjects—reading, writing, and arithmetic; in the girls' schools the proportion was 58 per cent. These proportions are nearly identical with those given in the tables for the year 1885-86, but the examiners had been changed, and the later examination was probably more strict. The most successful of the schools was the Diocesan School for boys at Naini Tal, which passed 126 out of 159 examinees in all the three subjects.

121. In Table 4 are given the details of the Government grants. The average incidence of the grant per scholar on average attendance is in—

	Boys. Rs.	Girls. Rs.
High schools	37	32
Middle „	24	36
Primary „	26	25
Total ...	32	34

Among the boys' schools the highest average grant was earned by Stoneleigh School, Naini Tal, Rs. 50 per scholar; among the girls' schools the most successful was Wellesley School, where the grant fell at Rs. 47 per scholar in average attendance.

The following is a comparative abstract of the expenditure of the last two years :—

Government Expenditure on European Schools.

Class of school.		Number of schools.	Grant earned under the Code.	Grant under article 28 of the Code (final standard examination).	Payments for school fees and boarding charges of indigent children.	Total.
Boys.			Rs.	Rs.	Rs.	Rs.
High	1889 ...	8	23,291	3,665	892	27,848
	1888 ...	8	25,172	...	727	25,899
Middle ...	1889 ...	6	6,283	...	902	7,185
	1888 ...	6	5,990	...	983	6,973
Primary	1889 ...	13	9,073	...	580	9,653
	1888 ...	13	9,347	...	744	10,091
Total ...	1889 ...	27	38,647	3,665	2,374	44,686
	1888 ...	27	40,509	...	2,454	42,963
Girls.						
High	1889 ...	3	9,023	920	...	9,943
	1888 ...	3	9,678	...	55	9,733
Middle	1889 ...	9	19,689	795	275	20,759
	1888 ...	8	15,904	...	104	16,008
Primary	1889 ...	1	1,229	...	...	1,229
	1888 ...	1	971	...	...	971
Total ...	1889 ...	13	29,941	1,715	275	31,931
	1888 ...	12	26,553	...	159	26,712
Grand Total ...	1889 ...	40	68,588	5,380	2,649	76,617
	1888 ...	39	67,062	...	2,613	69,675

Thus the total expenditure on grants has risen from Rs. 69,675 to Rs. 76,617, this large increase being due chiefly to the grants earned at the final examination under the code. In the year 1885-86 the grants to these schools amounted to Rs. 64,723, and the increase during the three years' interval amounted to Rs. 11,894, equal to an increase of 18 per cent. In no other branch of expenditure has any such increase occurred.

122. The chief increase, as noted, occurred in the grant earned by the schools which sent up candidates in the final standard of the code (article 28). As stated in para.

136 of my report last year, only 15 candidates appeared in the preceding year at the examination. In the year now under report the number increased to 47; and the schools joining in the examination have increased from 3 to 10. The following is a general statement of the examination, which was conducted by a Board of Examiners under Mr. Wright, Principal, Queen's College, Benares, as nearly as possible in the same manner as the Entrance Examination of the University :—

Final Standard Examination of European Schools, 1888.

	Name of school.	Number of candidates.	Passed— In three subjects.	In four subjects.	In all subjects.	Total passed.
For Boys ...	St. George's College, Mussooree ...	7	2	2	2	6
	St. Fidelis' School, Mussooree	3	1	...	1	2
	Diocesan Boys' School, Naini Tal ...	14	3	1	7	11
	St. Peter's College, Agra	3	...	1	2	3
	St. Paul's Orphanage, Agra	2	...	1	1	2
	Boys' High School, Allahabad	3	1	...	...	1
For Girls ...	Girls' High School, Allahabad... ...	6	2	1	3	6
	Girls' Boarding School, Cawnpore ...	1	...	...	1	1
	Diocesan Girls' School, Naini Tal ..	4	...	...	2	2
	Girls' Schools, Wellesley, ,, ...	3	...	2	1	3
	Private Candidate	1	...	...	1	1
	Total ...	47	9	8	21	38

The general success of the candidates at the examination was remarkable, and especially so among the candidates from St. George's College, the Diocesan Boys' School and the Girls' High School, Allahabad. The details of the examination are given in the annexed abstract :—

Final Examination of European Schools, 1888 : Subjects of Examination.

	School.	Compulsory subjects.						Optional subjects.									
			English.	French or Urdu.	Arithmetic and Book-keeping.	* Mathematics.	Political Economy and General and Physical Geography.	Drawing.				Elementary Physics.		History of England and India.		Music.	
								Geometrical.		Free-hand.							
		Candidates.	Passed.	Passed.	Passed.	Passed.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
For Boys.	St. George's College, Mussooree.	7	5	3	5	6	6	1	1	...	..	...	...	...	...	...	...
	St. Fidelis' School, Mussooree.	3	3	1	2	3	1	...	...	...	...	...	...	...	...	...	...
	Diocesan Boys' School, Naini Tal.	14	9	10	14	14	7	14	14	14	5	...	...	14	8	...	...
	St. Peter's College, Agra.	3	3	3	2	3	3	...	...	...	...	2	2	1	1	...	...
	St. Paul's Orphanage, Agra.	2	2	1	2	2	2	...	...	...	...	2	2	1	1	...	...
	Boys' High School, Allahabad.	3	2	...	2	3	1	...	...	...	...	...	...	3	1	...	...
For Girls.	Girls' High School, Allahabad.	6	6	4	3	6	6	...	...	...	...	...	...	...	...	...	...
	Girls' Boarding School, Cawnpore.	1	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...
	Diocesan Girls' School, Naini Tal.	4	4	3	2	4	3	...	...	...	...	...	...	...	...	1	1
	Girls' School, Wellesley, Naini Tal.	3	3	2	2	3	3	...	...	2	1	...	...	...	...	2	1
	Private Candidate...	1	1	1	1	1	1	...	...	...	...	1	1	...	...	...	...
	Total ...	47	39	29	36	46	34	15	15	16	6	5	5	19	11	3	2

* Girls were examined in "History" instead of "Mathematics" as compulsory subjects.

This examination has now been recognised by the University of Allahabad as equivalent under certain conditions to the Matriculation Examination. The schools generally throughout the province have now adopted it as their final standard in place of the Entrance Examination of the University, and no grant is allowed to the high section of any school except that earned by the pupils for passing this standard. The course is much better adapted for European lads than the course laid down by the University, and this has now been generally recognised.

123. Speaking generally, the progress made by these schools during the last three years has been satisfactory, and I have no doubt much improvement has resulted from the influence of the code.

SECTION VIII.—THE RECOMMENDATIONS OF THE EDUCATION COMMISSION.

124. Further progress has been made in the extension of the fee system in the schools under the District Boards: physical education has been encouraged with good effect both in secondary and primary schools; the normal schools for training teachers in vernacular schools have been remodelled and a code regulating them issued; the rules have been introduced into practice for allotting by competition all scholarships given by District Boards; and regulations for the offices of Deputy Inspectors of Schools have been issued as a code.

E. WHITE,
Director of Public Instruction,
North-Western Provinces and Oudh.

25th September, 1889.

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APPENDIX No. I.

DEPARTMENT, PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES AND OUDH.

Inter-College Rules of 1889.

1. THE following rules regarding the admission of students into colleges, and their migration from one college to another, must be observed by all Government and Aided colleges, and by all Unaided colleges in which Government scholarships are held.

2. Nothing in the following rules shall be held to bar the Principal of a college from refusing to admit a student to his college for any reason he considers sufficient.

3. No person shall be held under these rules to be a student in a college until fifteen days after he has first taken his seat in a class.

4. A student on first joining a college after matriculating is required to produce a copy of his *Scholar's** *Register* if he was a scholar of a Government or Aided Anglo-Vernacular school; or if he was a pupil in a school under the Code of Regulations for European Schools, he must produce his leaving certificate under the Inter-School Rules annexed to article 15 of the Code for 1889.

If the applicant for admission has not been a pupil of any Government or Aided school previously to passing the Entrance Examination, he will be required to furnish the Principal with such information regarding his previous conduct as the Principal thinks necessary.

5. A student of a college, who has paid his college fees for the whole academical year and boarding house fees, if any are due, up to date, is entitled to receive a leaving certificate from the Principal in the form annexed; and no student is admissible into another college unless he produces this certificate.

No student has a right to receive a leaving certificate until he has paid the whole fee for the academical year, except in the case of the removal to another district of the parent or guardian with whom the student has been living, or because a change of air is recommended by the Civil Surgeon for the improvement of the student's health. In these cases he is entitled to receive the certificate upon payment of the college and boarding fees due up to the date of leaving only.

N.B.—A leaving certificate issued under the terms of this exception will not admit a student into a college in the same district as the college from which it was issued.

6 (*a*). A student who has been expelled absolutely from a college is not admissible into any affiliated college without the express sanction of the Director of Public Instruction.

(*b*). A student who has been rusticated is not admissible into any college until the period of his rustication expires; provided that if the period of rustication extends beyond six months the order for rustication shall be held to be equivalent to an order of absolute expulsion under clause (*a*).

College leaving Certificate.

Serial number of certificate _____

College _____ 18—.

Certified that _____,
son of _____, by caste _____, was
a student in the _____ year class in the _____ department
from _____ to _____. During that period the roll of the
class was called _____ times, and he was present on _____ of these
occasions. He leaves the college† _____

_____

His conduct, as far as known to the Principal, was _____
_____. He paid all charges due from him to the college.

Principal.

* Scholars who left these schools before the 1st July, 1889, must produce, instead of a copy of the conduct register, a conduct certificate from the Head Master. The Scholar's Register is prescribed under Director, Public Instruction's Circular No. 25 of 1889.

† Here the cause or ostensible cause of leaving should be entered, *e.g.*, "Having taken his Bachelor's Degree," "Being expelled for grave breach of discipline," "Being rusticated for a period of _____ from date," "Being recommended change of air by the Civil Surgeon."

E. WHITE,

June, 1889. *Director of Public Instruction, N.-W. P. and Oudh.*

APPENDIX No. II.

Results of the Entrance Examination of the University of Allahabad for 1889.

Number.	Name of Institution.	Number sent up.	Number passed. I.	II.	III.	Total.	Percentage of passes
	Government Schools.						
1	Meerut	29	5	9	9	23	79
2	Aligarh	40	5	13	6	24	60
3	Muttra	5	1	...	1	2	40
4	Farukhabad	22	2	8	3	13	59
5	Etáwah	20	5	3	5	13	65
6	Moradabad	22	5	9	3	17	77
7	Bareilly	27	8	10	6	24	89
8	Sháhjahánpur	7	3	3	1	7	100
9	Cawnpore	17	9	6	...	15	88
10	Bánda	10	4	3	3	10	100
11	Allahabad	67	6	19	20	45	67
12	Jaunpur	9	2	6	1	9	100
13	Fatehpur	8	2	2	1	5	63
14	Mirzapur	9	2	6	1	9	100
15	Benares	54	9	23	12	44	81
16	Ballia	10	2	5	1	8	80
17	Unao	5	1	2	...	3	60
18	Bara Banki	14	...	3	4	7	50
19	Sitapur	8	...	2	3	5	63
20	Hardoi	13	1	5	1	7	54
21	Lakhimpur	8	...	1	3	4	50
22	Fyzabad	13	2	3	5	10	77
23	Bahraich	7	...	1	4	5	71
24	Gonda	6	...	1	2	3	50
25	Rae Bareli...	10	...	4	2	6	60
26	Sultánpur...	11	...	2	2	4	36
27	Partábgarh	12	...	8	1	9	75
	Total ...	463	74	157	100	331	71
	Aided Schools.						
1	Training School, Dehra Dún	7	...	1	1	2	29
2	Mission High School, Dehra Dún	5	...	...	2	2	40
3	American Presbyterian Mission School, Saháranpur ...	6	1	2	2	5	83
4	Church Mission School, Meerut	17	1	4	3	8	47
5	Anglo-Vernacular School, Meerut	8	1	1	3	5	63
6	M. A.-O. College, Aligarh	37	3	20	6	29	78
7	Collegiate School, Agra	35	2	4	15	21	60
8	St. John's College, Agra	13	...	4	5	9	69
9	Victoria High School, Agra	9	2	2	3	7	78
10	Mission High School, Mainpuri	5	...	1	1	2	40
11	Mission High School, Farukhabad	13	4	4	1	9	69
12	Mission Central School, Moradabad	10	...	...	1	1	10
13	Jamna Mission School, Allahabad	15	...	1	6	7	47
14	St. Joseph's Collegiate School, Allahabad	5	...	...	2	2	40
15	Memorial School, Cawnpore	9	...	4	2	6	67
16	Christ Church School, Cawnpore	15	1	4	3	8	53
17	Church Mission School, Jaunpur	6	...	2	4	6	100
18	London Mission College, Benares	13	1	2	5	8	62
19	Jaynarain's College, Benares	14	3	1	4	8	57
20	B P. School, Benares	6	2	2	2	6	100
21	Female Normal School, Benares	3	...	1	...	1	33
22	Church Mission School, Azamgarh...	14	...	4	4	8	57
23	London Mission School, Mirzapur	5	1	2	2	5	100
24	Mission High School, Gházipur	16	1	2	3	6	38
25	Victoria School, Gházipur	12	3	4	1	8	67
26	Church Mission School, Gorakhpur	21	...	3	5	8	38
27	Jubilee High School, Gorakhpur	8	1	1	1	3	38
28	Church Mission School, Basti	5	...	1	2	3	60
29	City High School, Jhánsi	7	...	1	4	5	71
30	American Methodist Mission School, Naini Tal ...	1	...	...	...	...	..
31	Boys' High School, Oak Openings, Naini Tal ...	1	...	1	...	1	100
32	Diocesan Girls' School, Naini Tal	1	1	...	...	1	100
33	Ramsay College, Almorah	24	1	3	6	10	42
34	Canning College, Lucknow	55	3	15	9	27	49
35	Jubilee High School, Lucknow	20	...	5	3	8	40
36	A M E M Centennial School, Lucknow	20	...	4	5	9	45
37	Church Mission School, Lucknow	4	...	1	3	4	100
38	Lalbagh Girls' School, Lucknow	2	1	...	...	1	50
39	Lyall Collegiate School, Balrámpur, Gonda	7	...	1	2	3	43
40	Woodstock Girls' School, Landour	2	2	...	...	2	100
	Total ...	476	35	108	121	264	56

APPENDIX No. II—*(continued).*

Results of the Entrance Examination of the University of Allahabad for 1889—(concluded).

Number.	Name of Institution.	Number sent up.	Number passed.				Percentage of passes.
			I.	II.	III.	Total.	
	Unaided Schools.						
1	A. B. P. School, Allahabad	9	1	4	4	9	100
2	Kayasth Pathsala, Allahabad	17	1	9	2	12	71
3	Hanumat School, Kalakankar	2	...	...	1	1	50
4	National Academy, Lucknow	7	...	2	1	3	43
5	Forbes' School, Fyzabad	5	...	1	...	1	20
6	Queen's Anglo-Sanskrit School, Lucknow	12	...	...	2	2	17
	Total ...	52	2	16	10	28	54
	Schools outside of N.-W. P. and Oudh.						
1	Government College, Ajmere	10	2	...	4	6	60
2	Mayo College, Ajmere	2	...	1	1	2	100
3	Mission English School, Ajmere	3	...	...	...	...	...
4	Mahárája's College, Jeypore	4	...	...	3	3	75
5	High School, Ulwar	2	...	...	2	2	100
6	Mission High School, Ulwar	7	...	...	...	...	...
7	High School, Ajaigarh	1	...	1	...	1	100
8	Cantonment High School, Nasirabad	2	...	1	...	1	50
9	Darbár High School, Jodhpur	2	...	...	1	1	50
10	Lashkar College, Gwalior	5	...	...	2	2	40
11	Military School, Indore	6	...	...	...	...	...
12	Victoria High School, Dewas	4	1	1	1	3	75
13	Government College, Jabalpur	17	...	4	3	7	41
14	Church Mission High School, Jabalpur	11	...	4	1	5	45
15	High School, Rewah	6	...	2	...	2	33
16	Ditto, Satna	4	...	1	1	2	50
17	State School, Panna	2	...	...	...	...	...
18	Cantonment High School Nowgong	1	...	...	...	...	...
19	Mission School, Umbala	5	...	...	1	1	20
20	Mohendro College, Pattiala	2	...	1	1	2	100
	Total ...	96	3	16	21	40	42
	Private Candidates	300	7	29	48	84	28
	Teachers	30	1	8	8	17	57
	Total ...	330	8	37	56	101	31
	Grand Total ...	1,417	...	...	...	...	...
	Less absentees and expelled ...	17	...	...	...	...	...
	Net Total ...	1,400	122	334	308	764	55

APPENDIX No. II—*(continued).*

Details of failures at the Entrance Examination of the University of Allahabad, 1889.

Number.	Name of Institution.	Number of candidates.	Failed in— English.	Mathematics.	Second Language.	History and Geography.	Aggregate.
	Government Schools.						
1	Meerut	29	5	4	1	6	6
2	Aligarh	40	7	7	3	13	12
3	Muttra	5	...	1	1	1	3
4	Farukhabad	22	6	5	...	8	6
5	Etáwah	20	5	1	1	3	6
6	Moradabad	22	3	2	...	4	4
7	Bareilly	27	2	2	1	2	3
8	Sháhjahánpur	7	...	...	...	...	...
9	Cawnpore	17	1	1	...	...	2
10	Bánda	10	...	...	...	...	...
11	Allahabad	67	11	12	4	8	18
12	Jaunpur	9	...	...	...	...	...
13	Fatehpur	8	...	3	...	...	1
14	Mirzapur	9	...	...	...	...	...
15	Benares	54	4	5	1	4	7
16	Ballia	10	1	...	...	2	2
17	Unao	5	2	1	1	1	2
18	Bara Banki	14	4	6	2	2	5
19	Sitapur	8	2	1	...	2	2
20	Hardoi	13	3	1	...	5	3
21	Lakhimpur	8	2	1	1	1	4
22	Fyzabad	13	2	1	...	1	2
23	Bahraich	7	2	1	1	...	2
24	Gonda	6	1	1	2	2	2
25	Rae Bareli...	10	1	1	2	1	2
26	Sultánpur	11	3	6	...	3	5
27	Partábgarh	12	2	3	...	2	3
	Total ...	463	69	66	21	71	102
	Aided Schools.						
1	Training School, Dehra Dún	7	4	2	3	4	4
2	Mission High School, Dehra Dún	5	1	1	2	2	2
3	American Presbyterian Mission School, Saháranpur ...	6	1	...	...	1	1
4	Church Mission School, Meerut	17	8	6	...	7	7
5	Anglo-Vernacular School „	8	1	1	...	2	3
6	M. A.-O. College, Aligarh	37	4	5	1	6	5
7	Collegiate School, Agra	35	9	6	2	11	13
8	St. John's College, Agra	13	1	2	2	1	4
9	Victoria High School, Agra	9	1	...	1	1	1
10	Mission High School, Mainpuri	5	3	3	...	3	3
11	Mission High School, Farukhabad...	13	3	2	...	2	3
12	Mission Central School, Moradabad	10	8	5	...	7	6
13	Jamna Mission School, Allahabad	15	1	4	2	1	7
14	St. Joseph's Collegiate School, Allahabad	5	1	2	1	...	3
15	Memorial School, Cawnpore	9	1	3	1	2	3
16	Christ Church School, Cawnpore	15	6	1	2	5	6
17	Church Mission School, Jaunpur	6	...	...	...	...	...
18	London Mission College, Benares	13	3	4	...	2	4
19	Jaynarain's College, Benares	14	2	5	1	1	6
20	B. P. School, Benares	6	...	...	...	...	...
21	Female Normal School, Benares	3	...	2	...	...	2
22	Church Mission School, Azamgarh...	14	6	2	3	4	5
23	London Mission School, Mirzapur...	5	...	...	...	...	...
24	Mission High School, Gházipur	16	7	5	2	5	10
25	Victoria School, Gházipur	12	1	...	3	...	2
26	Church Mission School, Gorakhpur	21	9	9	...	10	11
27	Jubilee High School, Gorakhpur	8	4	5	...	5	4
28	Church Mission School, Basti	5	1	1	...	1	2
29	City High School, Jhánsi	7	2	1	1	1	
30	American Methodist Mission School, Naini Tal ...	1	...	1	...	...	1
31	Boys' High School, Oak Openings, Naini Tal	1	...	...	...	...	...
32	Wellesley Girls' School, Naini Tal	1	...	...	...	...	...
33	Ramsay College, Almorah	24	12	8	1	8	12
34	Canning College, Lucknow	55	18	17	6	9	24
35	Jubilee High School, Lucknow	20	9	9	4	4	10
36	A. M. E. M. Centennial School, Lucknow	20	6	6	5	5	8
37	Church Mission School, Lucknow	4	...	...	...	...	...
38	Lalbagh Girls' ditto	2	1	1	1	...	1
39	Lyall Collegiate School, Balrámpur, Gonda.	7	3	2	4	3	4
40	Woodstock Girls' School, Landour	2	...	...	...	...	...
	Total ...	476	137	121	48	113	179

APPENDIX No. II—*(concluded).*

Details of failures at the Entrance Examination of the University of Allahabad, 1889—(concluded.)

Number.	Name of Institution.	Number of candidates.	Failed in— English.	Mathematics.	Second Language.	History and Geography.	Aggregate.
	Unaided Schools:						
1	A. B. P. School, Allahabad	9	...	...	...	...	...
2	Kayasth Patshalla, Allahabad	17	1	4	...	2	4
3	Hanumat School, Kalakankar	2	1	...	...	1	1
4	National Academy, Lucknow	7	3	4	1	3	4
5	Forbes' School, Fyzabad	5	4	3	...	4	4
6	Queen's Anglo-Sanskrit School, Lucknow	12	8	8	2	6	1
	Total ...	52	17	19	3	16	14
	Schools outside of North-Western Provinces and Oudh.						
1	Government College, Ajmere	10	3	1	...	2	4
2	Mayo College, Ajmere	2	...	...	...	...	...
3	Mission English School, Ajmere	3	2	2	2	2	3
4	Mahárája's College, Jeypore	4	...	1	...	1	1
5	High School, Ulwar	2	...	...	...	...	...
6	Mission High School, Ulwar	7	6	4	...	5	6
7	High School, Ajaigarh	1	...	...	...	...	...
8	Cantonment High School, Nasirabad	2	...	...	1	...	1
9	Darbár High School, Jodhpur	2	...	1	...	...	1
10	Lashkar College, Gwalior	5	2	1	...	2	1
11	Military School, Indore	6	5	6	6	5	6
12	Victoria High School, Dewas, C. I.	4	...	1	...	...	1
13	Government College, Jabalpur	17	5	3	7	8	10
14	Church Mission High School, Jabalpur	11	3	1	1	5	5
15	High School, Rewah	6	3	...	1	1	4
16	Ditto Satna	4	2	1	1	1	2
17	State School, Panna	2	...	2	...	...	1
18	Cantonment High School, Nowgong	1	...	1	...	...	...
19	Mission School, Ambala	5	4	1	2	4	4
20	Mohendro College, Pattiala	2	...	...	...	...	...
	Total ...	96	35	26	21	36	50
	Private Candidates	300	147	139	56	145	180
	Teachers	30	9	6	2	15	9
	Total ...	330	156	145	58	160	189
	Grand Total ...	1,417	...	...	...	...	...
	Less absentees and expelled ...	17	...	...	...	...	...
	Net Total ...	1,400	414	377	151	369	534

APPENDIX No. III.

Results of the Entrance Examination of the Calcutta University for 1889.

Number.	Name of Institution.	Number sent up.	Number passed.				Percentage of passes.	Failed in—				Absent.
			I.	II.	III.	Total.		English.	Mathematics.	Second language.	History and Geography.	
	Aided Schools.											
1	Agra Collegiate School	20	1	1	3	5	25	8	3	7	13	...
2	Jubilee School, Gorakhpur	1	...	...	...	...	...	1	1	...	1	...
3	London Mission College, Benares	2	...	...	...	...	...	2	...	...	2	...
4	Diocesan Girls' School, Naini Tal	1	...	1	...	1	100	...	...	...	...	...
5	Boys' High School, "Oak Openings," Naini Tal...	3	...	1	...	1	33	2	1	...	1	...
6	A. M. E. M. Centennial School, Lucknow ...	2	...	...	...	...	...	2	1	...	...	...
	Total ...	29	1	3	3	7	24	15	6	7	17	...
	Unaided Schools.											
1	Priory Boys' School, Naini Tal	2	...	...	2	2	100	...	...	...	...	...
2	Philander Smith Institute, Landour	2	...	...	1	1	50	...	1	...	1	...
3	Mussooree School	3	1	...	2	3	100	...	...	...	...	...
4	St. Joseph's Seminary, Naini Tal	1	...	...	...	...	...	...	...	...	...	
5	Fair Oaks School, Mussooree	5	...	1	...	1	20	...	4	1	2	...
6	Queen's Anglo-Sanskrit School, Lucknow ...	1	...	...	...	...	...	1	1	1	1	...
	Total ...	14	1	1	5	7	50	1	6	2	4	1
	Grand Total ...	43	2	4	8	14	33	16	12	9	21	1

APPENDIX IV.

Results of the Middle Class Anglo-Vernacular Examination of 1889.

Table I—General Statement.

Number.	Names.	Number of candidates.	Passes. I.	Passes. II.	Passes. III.	Passes. Total.	Percentage.	Failures. English.	Failures. Mathematics	Failures. Second language.	Failures. History and Geography.	Failures. Science.	Remarks.
	1	2	3	4	5	6	7	8	9	10	11	12	
	A.—Government Schools.												
1	Meerut	57	1	11	7	19	33	34	18	31	6	9	
2	Aligarh	74	2	25	10	37	50	22	27	32	14	14	1 struck off.
3	Bulandshahr	18	1	5	5	11	61	..	1	7	...	3	
4	Muzaffarnagar	19	...	7	3	10	53	9	4	4	2	1	
5	Saháranpur	8	2	5	1	8	100	.	...	...	...	...	
6	Muttra	39	5	12	4	21	54	12	12	14	2	1	
7	Farukhabad	29	6	12	5	23	79	4	3	4	3	2	
8	Mainpuri	18	2	9	1	12	67	5	3	3	...	...	1 struck off.
9	Etah	6	1	3	...	4	67	...	...	...	...	...	1 absent.
10	Etáwah	32	...	6	3	9	28	21	6	16	4	5	
11	Kálpi	6	...	4	1	5	83	1	1	1	1	1	
12	Jhánsi	10	...	4	4	8	80	...	2	...	...	...	Abolished.
13	Lalitpur	7	...	4	2	6	86	1	...	...	...	...	
14	Allahabad	81	1	30	17	48	59	17	31	9	13	8	
15	Bánda	19	...	8	6	14	74	4	5	5	...	...	
16	Cawnpore	57	2	20	6	28	49	12	15	24	6	7	1 absent.
17	Fatehpur...	25	...	11	2	13	52	6	7	10	1	1	
18	Hamírpur	7	...	4	1	5	71	1	...	1	...	...	1 absent.
19	Jaunpur	28	2	10	8	20	71	6	6	3	1	1	
20	Collegiate School, Benares ..	79	4	31	15	50	63	16	23	18	12	8	
21	Mirzapur	26	1	7	8	16	62	8	5	3	4	...	
22	Ballia	43	3	10	8	21	49	18	13	14	11	4	
23	Bahraich	12	...	2	2	4	33	4	7	4	4	1	
24	Bara Banki	14	...	2	2	4	29	9	6	2	6	6	1 absent.
25	Fyzabad	47	1	18	11	30	64	16	9	6	11	4	
26	Gonda	19	...	1	5	6	32	7	11	5	2	3	1 absent.
27	Hardoi	28	...	4	4	8	29	19	16	4	15	10	
28	Unao	16	...	5	5	10	63	3	4	6	2	2	
29	Sítapur	9	...	3	3	6	67	1	2	...	1	...	
30	Lakhimpur	14	...	1	4	5	36	8	4	1	5	1	1 absent.
31	Rae Bareli	26	...	5	1	6	23	17	13	4	9	7	Do.
32	Sultánpur	19	...	7	2	9	47	7	6	4	3	2	
33	Partábgarh	15	...	7	3	10	67	3	4	2	1	1	1 struck off.
34	Bareilly	68	3	29	7	39	57	23	12	15	3	4	
35	Moradabad	47	1	16	8	25	53	18	8	13	2	5	
36	Bijnor	10	2	2	3	7	70	2	2	2	...	2	
37	Pilibhít	8	...	3	...	3	38	5	2	...	1	...	
38	Budaun	16	...	5	3	8	50	8	2	4	1	1	
39	Sháhjahánpur	15	...	4	...	4	27	11	7	6	...	4	
	Total ...	1,071	40	352	180	572	53	358	297	277	146	118	3 struck off. 6 absent.
	B.—Aided Schools.												
	Table II—General Statement.												
1	Church Mission School, Meerut ...	15	...	6	5	11	73	4	1	2	...	...	
2	Cantonment School, Meerut ...	10	...	...	1	1	10	9	4	7	4	2	
3	Dev Nagri School, Meerut ...	10	...	...	1	1	10	9	5	7	3	2	
4	A.-V. School, Sikandrabad ...	9	...	6	1	7	78	1	1	2	...	...	
5	Municipal School, Atrauli ...	3	...	1	...	1	33	1	2	1	1	1	
6	Municipal School, Sikandra Rao ...	2	...	1	...	1	50	1	1	1	1	1	
7	Municipal School, Háthras ...	12	1	6	3	10	83	1	1	1	1	...	
8	Training School, Dehra Dún ...	9	...	4	.	4	44	5	4	3	...	...	
9	Mission School, Dehra Dún ...	12	...	5	4	9	75	3	2	3	1	1	
10	Mission School, Saháranpur ...	24	...	9	4	13	54	8	3	10	1	4	
11	Orman School, Roorkee ..	6	...	...	1	1	17	5	...	5	...	...	
12	M. A.-O. College, Aligarh ...	3	...	...	1	1	33	2	1	2	1	...	
13	Collegiate School, Agra ...	62	2	14	11	27	44	18	21	23	14	4	1 absent.
14	Municipal School, Kundla ...	7	...	3	2	5	71	2	1	1	...	1	
15	Municipal School, Kairana ...	1	...	...	...	...		1	1	...	1	...	
16	A. P. M. School, Farukhabad ...	13	1	7	2	10	77	3	3	...	...	1	
17	Committee's School, Fatehgarh ...	15	...	6	2	8	53	2	5	7	...	3	
18	Mission School, Mainpuri ...	5	...	1	...	1	20	4	2	2	...	...	
19	Municipal School, Firozabad ...	3	...	3	...	3	100	...	...	...	...	...	
20	Victoria School, Agra ...	29	...	11	2	13	45	10	7	12	5	2	
21	Mufid-i-Am School, Agra ...	35	1	6	7	14	40	14	18	20	9	7	
22	St. John's College, Agra ...	27	...	9	8	17	63	5	10	5	2	1	
23	City A.-V. School, Jhánsi ...	13	...	4	...	4	31	8	6	4	2	...	

APPENDIX IV—(*continued*).

Result of the Middle Class Anglo-Vernacular Examination of 1889.

Table II—General Statement—(*continued*).

Number.	Names.	Number of candidates.	Passes. I.	Passes. II.	Passes. III.	Passes. Total.	Percentage.	Failures. English.	Failures. Mathematics.	Failures. Second language.	Failures. History and Geography.	Failures. Science.	Remarks.
	1	2	3	4	5	6	7	8	9	10	11	12	
	B—Aided Schools—(concluded).												
24	Subscription School, Orai ...	7	1	5	1	7	100	...	...	...	...	...	
25	A.-V. School, Kunch ...	3	...	1	...	1	33	2	2	1	2	1	
26	Colonelganj A.-V. School, Allahabad..	21	...	6	3	9	43	2	11	5	7	10	1 absent.
27	City A.-V. School, Allahabad ...	48	...	10	6	16	33	26	26	20	21	9	
28	Kuttra Mission School, Allahabad ...	11	...	1	3	4	36	3	7	3	5	1	
29	Jamna Mission School, Allahabad ..	14	...	6	2	8	57	3	4	3	1	2	
30	S. P. G. School, Generalganj, Cawnpore	10	...	1	1	2	20	7	6	7	5	2	
31	A. M. Central School, Cawnpore ..	8	...	1	1	2	25	5	4	6	3	2	
32	Christ Church Mission School, Cawnpore.	20	1	4	4	9	45	7	8	9	4	4	1 absent.
33	Aided A.-V. School, Karwi ...	5	...	3	...	3	60	2	2	...	1	1	
34	C. M. School, Jaunpur	12	...	2	2	4	33	4	8	2	3	4	
35	London Mission School, Benares ...	29	...	9	7	16	55	7	13	5	8	...	
36	Bengali Tola Preparatory School, Benares.	17	...	8	5	13	76	2	1	3	...	3	
37	Jainarain's College, Benares ...	13	...	4	5	9	69	1	4	1	3	2	
38	London Mission School, Mirzapur ...	11	1	6	3	10	91	1	...	...	...	...	
39	Anission School, Chunar	7	...	2	2	4	57	3	3	2	2	...	
40	Gerglo-Vernacular School, Gyanpur ...	6	...	1	1	2	33	3	3	3	4	2	
41	Victman Mission School, Ghazipur ...	31	..	8	3	11	35	9	19	8	11	8	2 absent.
42	Churoria School, Ghazipur ...	28	...	8	7	15	54	8	10	8	5	8	
43	Natich Mission School, Azamgarh ...	32	...	8	7	15	47	14	11	9	11	11	1 absent.
44	Jubional School, Azamgarh ...	12	...	1	2	3	25	6	7	3	3	2	Ditto.
45	A.-Vlee High School, Gorakhpur ...	19	1	6	4	11	58	6	5	3	4	1	2 absent.
46	Chur. School, Deoria	2	...	1	...	1	50	1	...	1	...	...	
47	Church Mission School, Gorakhpur ...	34	1	8	9	18	53	14	12	10	11	2	
48	Missich Mission School, Basti ...	11	...	4	3	7	64	2	4	...	2	...	
49	A. Mon School, Paori	12	...	3	2	5	42	7	4	1	1	1	
50	A. M. School, Dwarahat ...	8	...	1	1	2	25	7	6	4	3	3	
51	A. M. School, Srinagar	6	...	...	2	2	33	4	4	3	1	...	
52	American Mission, Naini Tal ...	8	...	...	...	...	...	5	7	4	3	1	
53	Ramsay College, Almora ...	54	1	9	15	25	46	24	20	7	9	1	
54	Girls' High Aided Mission, Almora...	2	...	...	...	...	..	2	2	1	...	...	
55	Canning College, Lucknow ...	5	...	1	...	1	20	2	4	...	2	...	
56	Church Mission School, Raja-ka-Bazar	9	...	1	...	1	11	8	6	6	5	4	
57	Khatri Pathshala, Lucknow ...	8	...	2	...	2	25	5	2	3	4	1	
58	American Mission School, Nakhas ...	12	1	5	1	7	58	5	5	...	3	1	
59	A. M. E. M. Centennial School, Lucknow.	14	1	6	...	7	50	5	4	3	3	4	
60	A.-V. School, Kakori ...	7	...	...	...	...	...	7	6	1	3	3	
61	Jahanabad A. M. School, Rae Bareli,	2	...	...	...	...	...	2	1	...	1	...	
62	Balrampur Lyall Collegiate School, Gonda.	5	...	1	1	2	40	2	2	2	...	...	
63	Middle A.-V. School, Khairabad ...	2	...	1	...	1	50	1	1	...	...	...	
64	Muhammadabad A.-V. School ...	1	...	...	1	1	100	...	...	...	...	...	
65	Aided School, Bhinga	4	...	...	...	...	...	3	2	2	3	2	
66	Aided Mission School, Bareilly ...	13	...	...	1	1	8	12	3	9	4	5	
67	Ditto, Budaun ...	5	...	3	...	3	60	2	...	...	...	...	
68	Ditto, Moradabad ...	15	...	5	3	8	53	6	6	5	4	1	
69	Aided Middle School, Amroha ...	15	...	3	2	5	33	7	5	9	3	4	
70	Aided Mission School, Lodhipur ...	11	...	4	...	4	36	7	2	2	...	2	
71	Jubilee High School, Lucknow ...	40	...	11	5	16	40	22	20	6	18	10	
72	Thomsonganj Mission School ...	3	...	1	...	1	33	2	1	1	2	1	
73	Aided Mission School, Sambhal ...	5	...	2	...	2	40	3	3	3	2	2	
74	Chashmai Rahmat, Ghazipur ...	13	...	2	4	6	46	4	5	2	3	3	
	Total ...	1,015	13	277	174	464	46	408	390	304	233	154	9 absent.
	C.—Private candidates ...	576	2	60	40	102	18	378	404	298	270	208	18 absent. 2 struck off. 1 expelled.
	D.—Private Schools.				Table III—General Statement.								
1	Colvin School, Lucknow ...	4	...	...	1	1	25	3	2	2	3	2	
2	Hanmant School, Partabgarh ...	6	...	1	...	1	17	3	5	4	1	1	
3	Wesleyan Mission School, Fyzabad,	3	...	...	...	...	...	3	3	3	3	2	
4	Ikauna State School, Fyzabad ...	3	...	...	2	2	67	...	1	...	...	...	
5	Forbes' School, Fyzabad ...	6	...	...	1	1	17	1	5	...	4	1	
6	Kayesth Pathshala, Allahabad ...	19	...	6	6	12	63	4	5	1	2	...	
7	City Night School, Allahabad ...	6	...	1	1	2	33	3	4	3	4	4	

APPENDIX IV—(*concluded*).

Result of the Middle Class Anglo-Vernacular Examinations, 1889.

Table III—General Statement—(*concluded*).

Number.	Names.	Number of candidates.	Passes.				Percentage.	Failures.					Remarks.
			I.	II.	III.	Total.		English.	Mathematics	Second language.	History and Geography	Science.	
	1	2	3	4	5	6	7	8	9	10	11	12	
	D.—Private Schools—(concld.).												
8	Training Academy, Allahabad ...	12	...	...	1	1	8	10	11	9	6	4	
9	Mission School, Muttra ...	6	...	2	1	3	50	3	2	3	1	2	
10	A.-V. School, Dibai	3	...	2	1	3	100	...	...	...	...	...	
11	Church Mission School, Gházíabad,	5	...	...	2	2	40	...	3	2	...	...	
12	Boys' School, Daraganj, Allahabad,	1	...	...	...	...	...	1	1	1	...	...	
13	Anglo Jubilee Society School (Mirzapur).	5	...	...	1	1	20	4	4	4	4	4	
14	National Academy, Lucknow ...	21	...	1	2	3	14	16	14	10	9	10	1 absent.
15	Ferrar Qaisari School, Nanpara ...	3	...	1	2	3	100	...	...	...	...	...	
16	Queen's School, Lucknow ...	15	...	2	1	3	20	11	8	8	9	5	
17	Rafah-i-Am School, Kara ...	12	...	2	3	5	42	7	6	6	3	4	
	Total ...	130	...	18	25	43	33	69	74	56	49	39	1 absent.
	Government Aided Private Schools (outside of N.-W. P.).			Table IV—General Statement.									
1	Darbár High School, Tonk ...	6	...	1	...	1	17	3	5	...	...	2	
2	Mahárája's Collegiate School, Jeypur,	18	1	11	2	14	78	3	2	4	1	1	
3	High English School, Kerauli ...	2	...	1	...	1	50	...	...	...	...	...	1 absent.
4	Darbár High School, Jodhpur ...	7	...	1	...	1	14	5	4	2	...	...	Do.
5	Unaided State School, Gwalior ...	10	...	5	2	7	70	3	2	3	1	1	
6	Government School, Ajmere ...	33	1	11	1	13	39	11	11	12	4	3	
7	Maháráná's High School, Odaypur,	7	...	2	2	4	57	...	3	1	...	...	
8	Bewar School	7	...	6	...	6	86	1	1	...	...	...	
9	Nasirabad School	8	...	3	2	5	63	3	3	2	...	1	
10	Canadian Mission School, Neemuch,	2	...	1	...	1	50	1	1	1	...	...	
11	Private Candidates (Jaipur) ...	1	1	...	...	1	100	...	...	...	...	...	
12	Ditto (Gwalior) ...	1	...	...	1	1	100	...	...	...	...	...	
13	Ditto (Gaya) ...	1	...	...	...	...	...	...	1	...	1	...	
14	Ditto (Ulwar) ...	1	...	...	1	1	...	...	...	...	...	...	
15	Ditto (Delhi) ...	1	...	...	...	...	...	...	...	...	...	...	1 absent.
16	Ditto (Ajmere) ...	3	...	...	...	...	...	3	3	3	1	1	
17	Partap's Institute	2	...	1	...	1	50	1	...	1	1	...	
	Total ...	110	3	43	11	57	52	34	36	29	9	9	3 absent.

APPENDIX V.

TABLE I.

Result of the Departmental Examination, Vernacular, 1889.

District.	Urdu.						Hindi.						Total candidates.	Total passes.	Percentage.
	Number of candidates.	Number who passed.			Total.		Number of candidates.	Number who passed.			Total.				
		Division I.	Division II.	Division III.	Absolute number.	Percentage.		Division I.	Division II.	Division III.	Absolute number.	Percentage.			
A.—Government Schools.															
Garhwál	...	...	...	...	...	...	10	2	5	1	8	80	10	8	80
Kumaun	...	...	...	...	...	...	20	7	8	...	15	75	20	15	75
Taráí	1	...	1	...	1	100	4	...	...	...	...	...	5	1	20
Total, Kumaun Division...	1	...	1	...	1	100	34	9	13	1	23	68	35	24	69
Jalaun	6	2	1	...	3	50	21	7	10	...	17	81	27	20	74
Jhánsi	9	3	4	...	7	78	10	4	5	...	9	90	19	16	84
Lalitpur	1	1	...	...	1	100	3	1	1	...	2	67	4	3	75
Total, Jhansi Division ...	16	6	5	...	11	69	34	12	16	...	28	82	50	39	78
Bareilly	75	12	21	6	39	52	3	...	2	...	2	67	78	41	53
Bijnor	96	12	27	15	54	56	...	...	...	...	...	...	96	54	56
Budaun	57	15	21	5	41	72	1	...	1	...	1	100	58	42	72
Moradabad	95	9	26	17	52	55	5	...	1	1	2	40	100	54	54
Pilibhít	26	4	12	1	17	65	...	...	...	...	...	...	26	17	65
Sháhjahánpur	58	7	21	7	35	60	5	...	1	1	2	40	63	37	59
Total, Rohilkhand Divn.,	407	59	128	51	238	58	14	...	5	2	7	50	421	245	58
Agra	8	1	3	2	6	75	53	7	20	10	37	70	61	43	70
Etah	68	13	26	9	48	71	44	9	18	6	33	75	112	81	72
Etáwah	1	...	...	1	1	100	22	9	7	3	19	86	23	20	87
Farukhabad	38	12	10	6	28	74	42	9	12	3	24	57	80	52	65
Mainpuri	29	3	9	3	15	52	27	4	5	6	15	56	56	30	54
Mathra	6	...	4	...	4	67	41	8	15	2	25	61	47	29	62
Total, Agra Division ...	150	29	52	21	102	68	229	46	77	30	153	67	379	255	67
Bahraich	14	6	3	1	10	71	2	...	1	1	2	100	16	12	75
Bara Banki	41	20	5	2	27	66	1	...	1	...	1	100	42	28	67
Fyzabad	20	11	6	1	18	90	...	...	...	...	...	...	20	18	90
Gonda	30	5	13	2	20	67	...	...	...	...	...	...	30	20	67
Hardoi	58	23	23	1	47	81	3	1	2	...	3	100	61	50	82
Kheri	26	9	4	2	15	58	2	1	1	...	2	100	28	17	61
Lucknow	29	19	9	...	28	97	1	...	...	1	1	100	30	29	97
Partábgarh	35	13	9	1	23	66	2	...	1	...	1	50	37	24	65
Rae Bareli	27	17	4	...	21	78	1	...	...	1	1	100	28	22	79
Sitapur	42	10	18	2	30	71	3	1	1	...	2	67	45	32	71
Sultánpur	31	7	12	3	22	71	1	...	1	...	1	100	32	23	72
Unao	46	17	18	1	36	78	8	3	3	1	7	88	54	43	80
Total, Oudh Division ...	399	157	124	16	297	74	24	6	11	4	21	88	423	313	75
Allahabád	121	26	36	12	74	61	11	...	5	2	7	64	132	81	61
Banda	14	1	7	...	8	57	24	5	7	2	14	58	38	22	58
Cawnpore	18	5	6	3	14	78	60	22	27	3	52	87	78	66	85
Fatehpur	33	8	12	1	21	64	35	3	17	3	23	66	68	44	65
Hamírpur	11	4	2	1	7	64	37	10	18	1	29	78	48	36	75
Jaunpur	30	4	9	3	16	53	38	5	14	5	24	63	68	40	59
Total, Allahabad Division,	227	48	72	20	140	61	205	45	88	16	149	73	432	289	67

APPENDIX V—(*continued*).

TABLE I.

Result of the Departmental Examination, Vernacular, 1889.

District.	Urdu.						Hindi.						Total candidates.	Total passes.	Percentage.
	Number of candidates.	Number who passed.					Number of candidates.	Number who passed.							
		Division I.	Division II.	Division III.	Total.			Division I.	Division II.	Division III.	Total.				
					Absolute number.	Percentage.					Absolute number.	Percentage.			
A.—Government Schools— (concluded).															
Aligarh	51	8	12	10	30	56	64	13	21	3	37	58	118	67	57
Bulandshahr	114	17	32	10	59	52	10	...	2	1	3	30	124	62	50
Debra Dún	6	...	3	1	4	67	...	...	...	...	...	...	6	4	67
Meerut	64	11	26	8	45	70	2	...	1	...	1	50	66	46	70
Muzaffarnagar	69	6	20	17	43	62	...	...	...	...	...	...	69	43	62
Saháranpur	77	18	33	7	58	75	2	...	2	...	2	100	79	60	76
Total, Meerut Division	384	60	126	53	239	62	78	13	26	4	43	55	462	282	61
Azamgarh	46	18	21	2	41	89	41	16	18	2	36	88	87	77	89
Ballia	7	...	6	...	6	86	48	11	17	5	33	69	55	39	71
Basti	23	7	10	1	18	78	26	7	8	3	18	69	49	36	73
Benares	9	2	4	...	6	67	27	9	9	1	19	70	36	25	69
Ghází pur	30	7	14	1	22	73	34	7	13	1	21	62	64	43	67
Gorakhpur	37	7	15	2	24	65	68	17	20	3	40	59	105	64	61
Mirzapur	22	8	6	1	15	68	14	4	5	2	11	79	36	26	72
Total, Benares Division ...	174	49	76	7	132	76	258	71	90	17	178	69	432	310	72
Grand Total, N.-W P. and Oudh.	1,758	409	584	168	1,160	66	876	202	326	74	602	69	2,634	1,762	67
B.—Aided Schools.															
Pithoragarh Aided Mission School, Kumaun.	...	...	...	...	...	...	5	...	...	1	1	20	5	1	20
Tarái, Káshipur, Aided Mission School.	2	...	...	...	...	...	4	...	2	1	3	75	6	3	50
Total, Kumaun Division...	2	...	...	...	...	...	9	...	2	2	4	44	11	4	36
Jhánsi Anglo-Vernacular Aided School.	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...
Total, Jhansi Division ...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...
Bijnor Sherkot Aided School.	8	...	...	...	...	...	...	...	...	...	...	...	8	...	...
" Nagina Aided School ...	1	1	...	...	1	100	...	...	...	...	...	...	1	1	100
" " females.	4	...	...	...	...	...	...	...	...	...	...	...	4	...	...
Bareilly Mission Orphanage Government School.	5	...	...	...	...	...	...	...	...	...	...	...	5	...	...
Total, Rohilkhand Division.	18	1	...	...	1	6	...	...	...	...	...	...	18	1	6

APPENDIX V—(*continued*).

Table I.

Result of the Departmental Examination, Vernacular, 1889.

District.	Urdu.						Hindi.						Total candidates.	Total passes.	Percentage.
	Number of candidates.	Number who passed.					Number of candidates.	Number who passed.							
		Division I.	Division II.	Division III.	Total.			Division I.	Division II.	Division III.	Total.				
					Absolute number.	Percentage.					Absolute number.	Percentage.			
B.—Aided Schools—(continued).															
Etah Soron Free School ...	2	...	1	1	2	100	5	...	2	...	2	40	7	4	57
Etáwah Branch School ...	8	1	4	...	5	63	4	2	2	...	4	100	12	9	75
Total, Agra Division ...	10	1	5	1	7	70	9	2	4	...	6	67	19	13	68
Bahraich Sparksganj Mission School.	3	...	...	...	...	...	...	...	...	...	...	...	3	...	...
Gonda American Mission School.	3	...	2	...	2	67	...	...	...	...	...	...	3	2	67
Gonda Lyall's Collegiate School, Balrampur.	4	...	...	...	...	...	...	...	...	...	...	...	4	...	...
Lucknow Church Mission Rája-ká-bázar School.	8	2	2	1	5	63	1	...	...	...	...	...	9	5	56
Rae Bareli American Mission School, Jahanabad.	3	1	...	...	1	33	...	...	...	...	...	...	3	1	33
Sitapur Thompsonganj Mission School.	4	...	2	...	2	50	...	...	...	...	...	...	4	2	50
Total, Oudh Division ...	25	3	6	1	10	40	1	...	...	...	...	...	26	10	38
Meerut Devanagri Patshala ...	1	1	...	...	1	100	...	...	...	...	...	...	1	1	100
Saháranpur Roorkee Orman School.	4	...	2	...	2	50	...	...	...	...	...	...	4	2	50
Total, Meerut Division...	5	1	2	...	3	60	...	...	...	...	...	...	5	3	60
Ballia Aided Middle School ...	20	1	2	2	5	25	2	...	...	...	...	...	22	5	23
Basti Church Mission School,	14	2	4	2	8	57	3	...	2	...	2	67	17	10	59
Benares Jai Narayan's Collegiate School.	12	1	3	...	4	33	2	...	1	...	1	50	14	5	36
Benares Orderly Bázar School,	5	...	1	...	1	20	...	...	...	...	...	...	5	1	20
Gházipur Chashmai Rahmat School.	17	1	7	2	10	59	...	...	...	...	...	...	17	10	59
Gházipur German School ...	24	3	7	1	11	46	...	...	...	...	...	...	24	11	46
Gházipur Victoria School ...	10	...	6	...	6	60	...	...	...	...	...	...	10	6	60
Gorakhpur Swintonganj S. School.	30	3	8	4	15	50	1	...	1	...	1	100	31	16	52
Gorakhpur Dehria Aided School.	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...
Gorakhpur Middle Aided School.	2	...	2	...	2	100	...	...	...	...	...	...	2	2	100
Mirzapur London Mission High School.	7	...	4	1	5	71	...	...	...	...	...	...	7	5	71
Mirzapur Gayanpur S. School.	3	...	1	...	1	33	2	...	1	...	1	50	5	2	40
Azamgarh Arya M. School ...	1	...	1	...	1	100	1	...	...	...	...	...	2	1	50
Total, Benares Division...	146	11	46	12	69	47	11	...	5	...	5	45	157	74	47

APPENDIX V—(*continued*).

TABLE I.

Result of the Departmental Examination, Vernacular, 1889.

District.	Urdu.						Hindi.						Total candidates.	Total passes.	Percentage.
	Number of candidates.	Number who passed.			Total.		Number of candidates.	Number who passed.			Total.				
		Division I.	Division II.	Division III.	Absolute number.	Percentage.		Division I.	Division II.	Division III.	Absolute number.	Percentage.			
B.—Aided Schools—(concluded).															
Bánda Mission School ...	...	...	...	...	...	...	3	...	...	...	...	...	3	...	...
Total, Allahabad Division.	...	...	...	...	...	...	3	...	...	...	...	...	3	...	...
Grand Total, N.-W. P. and Oudh.	207	17	59	14	90	43	33	2	11	2	15	45	240	105	44
C.—Private candidates.															
N.-W. P. and Oudh ...	1,470	67	207	92	366	25	96	5	20	6	31	32	1,566	397	25
Great Grand Total, N.-W. P. and Oudh.	3,435	492	850	274	1,616	47	1,005	209	357	82	648	64	4,440	2,264	51
Foreign States.															
Rewah	2	...	...	1	1	50	2	...	1	1	2	100	4	3	75
Bhopal	2	1	...	...	1	50	...	...	...	...	...	...	2	1	50
Kerauli	...	...	...	...	...	...	3	...	...	...	...	...	3	...	...
Grand Total of Foreign States.	4	1	...	1	2	50	5	...	1	1	2	40	9	4	44
Grand Total ...	3,439	493	850	575	1,618	47	1,010	209	358	83	650	64	4,449	2,268	51

APPENDIX V.—(*continued*).

TABLE II.

Statement of failures in each subject, Middle Class Vernacular Examination, 1889.

Name of Division.	Government Schools.										Aided Schools.				
	Urdu.					Hindi.					Urdu.				
	Number of candidates.	Literature.	Mathematics.	History and Geography.	Science.	Number of candidates.	Literature.	Mathematics.	History and Geography.	Science.	Number of candidates.	Literature.	Mathematics.	History and Geography.	Science.
Kumaun	1	...	...	...	...	34	2	7	7	...	2	1	1	2	...
Jhánsi	16	1	3	1	...	34	...	6	1	1	1	1	1	1	1
Rohilkhand	407	41	118	103	54	14	3	4	5	5	18	8	16	13	7
Agra	150	21	26	24	15	229	24	49	44	15	10	...	3	1	...
Oudh	399	79	46	12	9	24	1	2	1	...	25	11	12	4	8
Allahabad	227	62	44	21	37	205	9	46	14	7	...	...	...	...	...
Meerut	384	52	72	105	38	78	12	30	14	5	5	...	2	2	2
Benares	174	15	35	13	4	258	17	65	24	2	146	44	59	42	24
Total ...	1,758	271	344	279	157	876	68	209	110	35	207	65	94	65	42
Percentage ...	...	15	20	16	9	...	8	24	13	4	...	31	45	31	20
Foreign States,... Rewah ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Foreign States,... Bhopal ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Foreign States,... Kerauli ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Percentage ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

APPENDIX V—(*concluded*).

TABLE II.

Statement of failures in each subject, Middle Class Vernacular Examination, 1889.

Name of Division.	Aided Schools—(*concluded*). Hindi.					Private Candidates. Urdu.					Private Candidates. Hindi.				
	Number of candidates.	Literature.	Mathematics.	History and Geography.	Science.	Number of candidates.	Literature.	Mathematics.	History and Geography.	Science.	Number of candidates.	Literature.	Mathematics.	History and Geography.	Science.
Kumaun	9	...	5	1	2	2	...	2	1	...	10	4	9	9	5
Jhánsi	...	...	...	...	...	20	3	13	5	6	6	1	4	2	...
Rohilkhand	...	...	...	...	...	213	49	150	122	104	...	...	...	...	...
Agra	9	2	3	2	1	144	42	95	86	57	21	9	14	9	5
Oudh	1	...	1	1	...	223	98	114	46	43	4	1	2	3	1
Allahabad	3	1	3	...	...	201	93	124	75	102	17	2	6	2	...
Meerut	...	...	...	...	...	240	78	141	145	90	7	...	7	1	...
Benares	11	3	6	3	2	427	192	313	254	186	31	8	20	9	4
Total ...	**33**	**6**	**18**	**7**	**5**	**1,470**	**555**	**952**	**734**	**588**	**96**	**25**	**62**	**35**	**15**
Percentage ...	...	18	55	21	15	...	38	65	50	40	...	26	65	36	16
Foreign States ... Rewah ...	...	...	...	...	...	2	...	1	...	1	2	...	...	...	...
Foreign States ... Bhopal ...	...	...	...	...	...	2	...	1	...	...	...	...	...	...	...
Foreign States ... Kerauli ...	...	...	...	...	...	...	...	...	...	...	3	1	3	1	...
Total ...	...	...	...	...	...	**4**	...	**2**	...	**1**	**5**	**1**	**3**	**1**	...
Percentage ...	...	...	...	...	...	...	...	50	...	25	...	20	60	20	...

APPENDIX No. VI.

CIRCULAR No. 18 of 1888.

PHYSICAL EDUCATION IN ZILA SCHOOLS.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

NORTH-WESTERN PROVINCES AND OUDH.

Dated Allahabad, the 12th July, 1888.

THE following instructions are issued to assist headmasters of zila schools in introducing physical exercises and games of bodily strength and skill among their pupils.

1. The headmaster of every zila school will use his best endeavours to induce the pupils of his school to take part regularly in physical exercises, and will impress upon them that these form an integral part of school education, and contribute to the healthiness, vigour, and freshness of the intellect. He should enlist the co-operation of the District Officers and of the other principal residents of the district in the encouragement of these exercises. All assistant teachers, and especially the Superintendent of the Boarding House, are required to aid the headmaster in carrying out these instructions.

2. While encouraging physical exercises the headmaster must be careful not to allow the weak and strong to engage in them indiscriminately, to the detriment of the physical well-being of the more delicate.

3. The headmaster is authorised to accept subscriptions towards forming a *Recreation Fund*, to be applied to the purchase of the appliances of games, in aiding the expenses of the school cricket and other clubs, and in awarding prizes at the annual school sports.

4. Where no suitable play-ground is already available for the use of his pupils, the headmaster will endeavour, with the assistance of the Chairman of the District Board, to procure a piece of level ground of about two acres in extent, for the use of the pupils of his school as a recreation-ground. The site chosen for the purpose should be as near as possible to the school-house. The terms on which such a ground can be procured should be reported to this office through the Inspector of Schools. A suitable portion of this ground must be set aside for cricket, and in one corner provision should be made for a wrestling ground (akhára) and for parallel and horizontal bars for gymnastic exercises.

5. Every scholar residing in the Boarding House will be required, as a condition of being allowed to reside there, to join in games and take part in such gymnastic exercises as may be prescribed, unless he obtains a medical certificate stating he is physically unfit.

6. The headmaster will fix two hours three times a week during which the pupils will be engaged in the games and exercises, and will encourge them to play daily after, and in the intervals of, school hours.

7. One or more *Cricket Clubs* should be established among the pupils of the school. One club should not ordinarily include more than 25 members, each of whom should contribute a monthly subscription of 2 annas or upwards towards meeting the expense of the necessary gear and keeping the ground in order. The management of the club, financial and otherwise, should be in the hands of a small committee of three or four of the members, to be elected annually by the subscribers to the club. Any of the teachers may be members of the cricket club.

8. A *Foot-ball Club* should be established in a similar manner among the pupils, and those who are in a position to engage in more expensive games should be encouraged to combine to form a *lawn tennis* club.

9. For the less wealthy scholars, in addition to foot-ball, the following games of ball will be found suitable—*fives, rounders* and *hockey*.

10. The following *gymnastic exercises* are recommended:—Fencing, the dumb-bells, Indian clubs (mugdar), practice on the parallel and horizontal bars, wrestling, running and leaping.

11. The games and exercises above mentioned are not intended to exhaust the list of possible physical recreations, but merely to aid headmasters in selecting them.

They should encourage all kinds of suitable exercises which tend to develope and invigorate the body, and afford healthful daily recreation to their pupils. Where facilities for *swimming* exist, they should induce their boys to learn this art, under proper supervision.

12. It will be for the headmaster and the boys themselves to determine the season of the year during which the several games and exercises can be best engaged in. Generally, however, it may be suggested here that cricket should be played from about the middle of October to the end of February; during the months from March to October, rounders and hockey will probably be more suitable games. From October to February foot-ball can be played for 20 minutes to half an hour after criket is over. The wrestling season will ordinarily be from July to September. The other games and exercises can be practised probably more or less all the year round.

13. The headmaster should organise each year a *day of sports* at which prizes to be provided from the *Recreation Fund* and special subscriptions should be competed for in running, jumping, leaping, with and without the pole, throwing the cricket ball, putting the weight, the three-legged race, the chattee race, the hurdle race, the tug-of-war, and any other appropriate sports approved by the headmaster. The headmaster should endeavour to obtain the co-operation of the district officer in the organisation of the annual sports, and should invite the leading gentlemen of the district to be present at them.

14. In connection with the annual sports either on the same day or the day before, as may be convenient, cricket and foot-ball matches should be played, either between selected teams from the school, or, better still, between the best of the school teams and the station club.

15. Inter-school cricket and foot-ball matches should also be encouraged and school holidays allowed for the purpose. It will probably be possible at no distant date for the Inspector to organise an annual meeting at the headquarters of his division at which the picked athletes from the several schools in the division may compete for prizes in various trials of strength and skill.

16. The Inspector, at his annual inspection of each school, will be present while the boys are engaged in their games, and will require them to go through their gymnastic exercises, and will include the results of his observations in his annual report on the school.

APPEN

Statement of Zila Schools under

Serial number.	Name of School.	Number of Scholars in average attendance in each class.													
		Lower Primary Stage classes.					Upper Primary Stage classes.			Middle Stage classes.			High Stage classes.		
		X.	IX.	VIII.	VII.	Total.	VI.	V.	Total.	IV.	III.	Total.	II.	I.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	High Schools.														
1	Allahabad ...	...	...	13	19	32	34	37	71	63	84	147	30	54	84
2	Bareilly ...	21	16	26	24	87	37	100	137	68	68	136	43	28	71
3	Aligarh ...	...	...	...	16	16	44	43	87	60	98	158	24	44	68
4	Fyzabad ...	...	...	...	15	15	61	33	94	31	48	79	23	11	34
5	Cawnpore ...	...	11	20	37	68	46	59	105	61	55	116	28	18	46
6	Meerut ...	...	...	...	42	42	33	41	74	47	57	104	17	32	49
7	Moradabad ...	...	...	...	17	17	23	49	72	49	44	93	37	18	55
8	Etáwah ...	35	31	23	31	120	39	61	100	32	39	71	21	23	44
9	Mirzapur ...	7	8	11	11	37	24	22	46	20	25	45	13	8	21
10	Hardoi ...	...	16	22	35	73	30	22	52	23	23	46	6	12	18
11	Bara Banki ...	...	...	...	24	24	28	27	55	17	11	28	9	13	22
12	Bánda ...	19	15	12	17	63	13	18	31	18	15	33	10	9	19
13	Muttra ...	22	12	12	29	75	34	34	68	50	45	95	12	6	18
14	Fatehgarh ...	18	18	17	19	72	16	20	36	29	29	58	21	23	44
15	Sháhjahánpur ...	...	10	16	27	53	21	24	45	15	14	29	11	7	18
16	Gonda ...	...	...	12	14	26	23	20	43	25	24	49	7	7	14
17	Sultánpur ...	...	10	12	16	38	31	25	56	24	19	43	9	9	18
18	Bahraich ...	...	...	...	33	33	24	31	55	16	13	29	6	7	13
19	Partábgarh ...	...	...	20	32	52	22	26	48	20	14	34	6	10	16
20	Unao ...	...	12	9	18	39	24	21	45	17	14	31	4	4	8
21	Rae Bareli ...	...	...	19	20	39	35	33	68	26	21	47	12	11	23
22	Jaunpur ...	19	18	11	19	67	20	26	46	26	29	55	8	8	16
23	Sitapur ...	...	...	17	30	47	28	18	46	17	8	25	9	8	17
24	Lakhimpur ...	...	...	19	11	30	18	15	33	12	12	24	6	7	13
25	Ballia ...	13	20	20	21	74	21	40	61	58	43	101	17	12	29
26	Bulandshahr ...	13	9	18	21	61	26	20	46	27	19	46	14	...	14
27	Fatehpur ...	12	10	15	19	56	22	16	38	14	22	36	9	7	16
	Total ...	179	216	344	617	1,356	777	881	1,658	865	893	1,758	412	396	808
	Middle Schools.														
1	Mainpuri ...	...	16	10	9	35	18	20	38	29	21	50	...	...	...
2	Saháranpur ...	...	...	...	21	21	21	23	44	19	10	29	...	...	...
3	Etah ...	...	...	...	13	13	14	14	28	17	9	26	...	...	...
4	Bijnor ...	20	17	9	13	59	19	23	42	16	10	26	...	...	...
5	Muzaffarnagar ...	...	...	18	25	43	15	14	29	18	16	34	...	...	...
6	Budaun ...	21	15	13	16	65	13	25	38	19	16	35	...	...	...
7	Hamírpur ...	...	15	9	10	34	9	8	17	10	7	17	...	...	...
8	Lalitpur ...	14	7	9	7	37	8	7	15	12	6	18	...	...	...
9	Kálpi ...	17	...	9	11	37	8	8	16	10	8	18	...	...	...
	Total ...	72	70	77	125	344	125	142	267	150	103	253	...	...	...
	Grand Total ...	251	286	421	742	1,700	902	1,023	1,925	1,015	996	2,011	412	396	808
	Benares Collegiate School.	...	38	37	47	122	84	104	188	97	75	172	54	50	104
	Pilibhit Municipal School.	15	7	9	6	37	9	6	15	6	8	14	3	...	3

DIX VII.

Circular No. 24 of 1885.

Total Scholars in average attendance.	Results of public examinations, 1888. Anglo-Vernacular Middle Examination. Number of candidates.	Number who passed.	Percentage of passes.	Calcutta University Entrance Examination. Number of candidates.	Number who passed.	Percentage of passes.	Results of public examinations, 1889. Anglo-Vernacular Middle Examination. Number of candidates.	Number who passed.	Percentage of passes.	Entrance Examination. Number of candidates.	Number who passed.	Percentage of passes.	Results of examinations of classes: percentages. VII. Passed.	Failed.	V. Passed.	Failed.	Serial number.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
334	81	30	37	40	11	28	81	48	59	67	45	67	51	49	50	50	1
431	61	34	56	20	18	90	68	39	57	27	24	89	55	45	56	44	2
329	57	17	30	27	8	30	74	37	50	40	24	60	44	56	32	68	3
222	33	29	88	18	10	56	47	30	64	13	10	77	69	31	76	24	4
335	41	25	61	14	5	36	57	28	49	17	15	88	67	33	61	39	5
269	34	14	41	15	5	33	57	19	33	29	23	79	61	39	55	45	6
237	42	33	79	10	5	50	47	25	53	22	17	77	60	40	49	51	7
335	36	26	72	12	...	...	32	9	28	20	13	65	61	39	70	30	8
149	29	21	72	9	6	67	26	16	62	9	9	100	51	49	57	43	9
189	22	13	59	10	10	100	28	8	29	13	7	54	63	37	79	21	10
129	20	12	60	9	5	56	14	4	29	14	7	50	75	25	51	49	11
146	14	10	71	10	4	40	19	14	74	10	10	100	62	38	71	29	12
256	40	20	50	7	4	57	39	21	54	5	2	40	49	51	63	37	13
210	19	13	68	12	8	67	29	23	79	22	13	59	68	32	58	42	14
145	14	12	86	5	5	100	15	4	27	7	7	100	73	27	75	25	15
132	22	3	14	5	2	40	19	6	32	6	3	50	71	29	58	42	16
155	19	10	53	9	3	33	19	9	47	11	4	36	67	33	73	27	17
130	13	3	23	7	5	71	12	4	33	7	5	71	62	38	58	42	18
150	13	8	62	7	2	29	15	10	67	12	9	75	70	30	64	36	19
123	12	8	67	9	6	67	16	10	63	5	3	60	62	38	56	44	20
177	22	13	59	6	5	83	26	6	23	10	6	60	84	16	59	41	21
184	24	12	50	6	1	17	28	20	71	9	9	100	59	41	47	53	22
135	16	13	81	6	2	33	9	6	67	8	5	63	68	32	76	24	23
100	16	10	63	4	2	50	14	5	36	8	4	50	94	6	69	31	24
265	29	19	66	12	2	17	43	21	49	10	8	80	55	45	55	45	25
167	18	14	78	...	...	...	18	11	61	...	...	...	63	37	50	50	26
146	22	18	82	...	...	...	25	13	52	8	5	63	67	33	61	39	27
5,580	769	440	57	289	134	46	877	446	51	409	287	70	64	36	60	40	
123	15	13	87	...	...	...	18	12	67	...	...	...	81	19	51	49	1
94	5	4	80	...	...	...	8	8	100	...	...	...	61	39	68	32	2
67	4	3	75	...	...	...	6	4	67	...	...	...	33	67	63	37	3
127	15	15	100	...	...	...	10	7	70	...	...	...	70	30	58	42	4
106	44	4	29	...	...	...	19	10	53	...	...	...	63	37	60	40	5
138	24	11	46	...	...	...	16	8	50	...	...	...	60	40	43	57	6
68	5	5	100	...	...	...	7	5	71	...	...	...	60	40	65	35	7
70	4	2	50	...	...	...	7	6	86	...	...	...	45	55	63	37	8
71	8	7	88	...	...	...	6	5	83	...	...	...	54	46	37	63	9
864	94	64	68	...	...	...	97	65	67	...	...	...	59	41	56	44	
6,444	863	504	58	289	134	46	974	511	52	409	287	70	63	37	59	41	
586	74	51	69	43	25	58	79	50	63	54	44	81	90	10	94	6	
69	8	2	25	...	...	...	8	3	38	...	...	...	64	36	37	63	

APPENDIX VIII.

CIRCULAR No. 33 OF 1889.

SCALE OF FEES IN GOVERNMENT AND AIDED ANGLO-VERNACULAR SCHOOLS.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

N.-W. PROVINCES AND OUDH.

Dated Allahabad, the 25th June, 1889.

THE following rules regarding the scale of fees to be levied in Anglo-Vernacular Schools, Government and aided, are issued in supersession of those published in this office Circulars Nos. 11 and 12 of 1886 :—

ZILA SCHOOLS.

1. With effect from the 1st July, 1889, the following scale of monthly fees will be payable by scholars attending the Government Zila Schools :—

At the Allahabad Zila School.

	Rs.	a.	p.
Classes I to III	2	0	0
Class IV	1	8	0
All classes below	1	0	0

2. At the Benares Collegiate School and the Zila Schools of the *superior* grade as specified on the margin :—

Meerut, Muttra, Moradabad, Shâhjahânpur, Mirzapur, Ballia, Aligarh, Etâwah, Bareilly, Cawnpore, Fyzabad.

	Rs.	a.	p.
High Section.			
Classes I and II ...	2	0	0
Middle Section.			
Classes III and IV ...	1	0	0
Upper Primary Section.			
Classes V and VI ...	1	0	0
Lower Primary Section.			
Class VII ...	0	12	0
Do. VIII and below ...	0	8	0

From the 1st July, 1890, the fee payable in middle classes III and IV will be Re. 1-8-0.

3. In the Zila Schools of the *inferior* grade as named on the margin :—

Farukhabad, Bara Banki, Sitapur, Kheri, Bahraich, Sultânpur, Jaunpur, Bulandshahr, Muzaffarnagar, Mainpuri, Hamirpur, Jalaun, Lalitpur, Banda, Unao, Hardoi, Gonda, Rae Bareli, Partâbgarh, Sahâranpur, Fatehpur, Etah, Budaun, Bijnor.

	Rs	a.	p.
High Section.			
Classes I and II ...	1	8	0
Middle Section.			
Classes III and IV ...	0	12	0
Upper Primary Section.			
Classes V and VI ...	0	12	0
Lower Primary Section.			
Class VII	0	8	0
Do. VIII and below ...	0	6	0

From 1st July, 1890, the fee payable in the middle classes III and IV will be Re. 1-4-0.

4. An entrance fee of Re. 1-8-0 is payable by every scholar on his admission to the school.

5. All tuition fees are payable in advance on the first day of the month.

6. Headmasters are authorised to admit 15 per cent. of the scholars free under the rules published in Director of Public Instruction's Circular No. 15 of 1886.

Aided Anglo-Vernacular Schools.

7. The *minimum* scale of fee which must be levied in Aided Anglo-Vernacular Schools has been fixed at 25 per cent. below the rates fixed for Government schools of the same class. The minimum rates of fees to be levied will be from 1st July, 1889, as follows :—

	Classes.				
	High Section.	*Middle Section.*	*Upper Primary Section.*	*Lower Primary Section.*	
	I and II. Rs. a. p.	III and IV. Rs. a. p.	V and VI. Rs. a. p.	VII. Rs. a. p.	VIII and below. Rs. a. p.
For schools of the superior grade ...	1 8 0	0 12 0	0 12 0	0 9 0	0 6 0
For schools of the inferior grade ...	1 2 0	0 9 0	0 9 0	0 6 0	0 4 6

From the 1st July, 1890, the fee for the middle classes III and IV in schools of the *superior* grade will be Re. 1-2-0 and in schools of the inferior grade 15 annas.

8. The Aided Schools named in the annexed schedule are schools of the *superior* grade. All other Aided Anglo-Vernacular Schools, whether secondary or primary, not included in this list, are classed in the inferior grade.

9. Managers of Aided Anglo-Vernacular Schools are authorised to levy fees as much above these rates as they think proper. If, in the opinion of the managers of any Aided School, there are special reasons which render it expedient that the fees at their school should be lower than the minimum fixed above, they are requested to communicate with this office, when the rates will be fixed in consultation with them.

10. In Aided Schools in which fees are levied with reference to the income of the scholar's family, and not with reference to the class in which he is enrolled, the average incidence of the actual fee income in each of the four sections of the schools, after deducting 15 per cent. of the scholars enrolled, must not be less than at the sanctioned fee rates.

11. The proportion of *free scholars* in any section of the school must not exceed 15 per cent. of the number of the scholars enrolled in the section on the 15th July of the same school year. If during the school year there occurs any such variation in the number of the scholars enrolled in any section as in the opinion of the managers renders necessary a change in the number upon which the proportion of free scholars is calculated, the managers are requested to communicate with the Inspector of the Circle, who will, in consultation with them, fix the number upon which the 15 per cent. of free scholars will be calculated during the rest of the school year.

Note.—For the purposes of this rule the ten classes are grouped into four sections, as follows :—

High section, including classes	... ...	I and II.
Middle ditto	... ...	III „ IV.
Upper Primary ditto	... ...	V „ VI.
Lower Primary ditto	... ...	VII „ below.

12. Nothing in these rules applies to the schools attached to the Agra, Canning, and Muhammadan Anglo-Oriental Colleges and the Jubilee High School, Lucknow, which are classed with Government Collegiate and Zila Schools.

Schedule to Director of Public Instruction's Circular No. 33 of 1889.

List of Aided Anglo-Vernacular Schools of the superior grade.

District.	*Name of School.*
Meerut	Church Mission High School.
Agra	St. John's Collegiate School.
Do.	Victoria High School.
Do.	Mufid-i-Am School.
Allahabad	Jumna Mission High School.
Cawnpore	Christ Church High School.
Benares	London Mission High School.
Ditto	Jai Narayan's Preparatory High School.
Ditto	Bengalitola Mission High School.
Azamgarh	Church Mission School.
Mirzapur	London Mission High School.
Gházipur	German Mission High School.
Ditto	Victoria High School.
Ditto	Ditto.
Gorakhpur	Church Mission High School
Ditto	Jubilee High School.
Jhánsi	City High School.
Jalaun	Orai High School.
Kumaun	Ramsay Collegiate School.
Lucknow	Centennial High School.
Ditto	Church Mission High School.

APPENDIX No. IX.

CIRCULAR No. 25 OF 1889.

INTER-SCHOOL RULES OF 1889 AND SCHOLARS' REGISTERS.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES AND OUDH:
Dated Allahabad, the 11th May, 1889.

THE annexed "Rules for the maintenance of the *Scholars' Registers*" and the revised "Inter-school Rules" supersede the directions contained in this office Circular No. 23 of 1885, regarding the maintenance of the *Admission Register*, and the "*Inter-school Rules*" issued under Circular No. 8 of 1885. In place of the Admission Register with its promotion columns, a *Scholar's Register* will be maintained for the record of all the facts hitherto entered in the Admission Register and also of the regularity of attendance of the scholar, and his conduct. A copy of this register of the scholar's progress and conduct at school will be given to him on leaving his school in lieu of the transfer certificate which was required under the *Inter-school Rules* of 1885.

2. Special attention is requested to the instructions regarding promotion given in Rule 7 (*f*) of the rules for scholars' registers. Headmasters of zila schools are required in future to give effect to the annual promotions from 1st April, and not to defer them until after the long vacation, and headmasters of aided schools are recommended to adopt the same practice.

3. *Printed* forms should be used for the Scholars' Registers both for binding into volumes (Rule 4) and for supplying the copies under Rule 11. These can be obtained from the Government Press. In indenting upon the Government Press, it should be stated whether the forms are required for Classes I to VII, for Classes VII to X, or for the whole 10 Classes [Rule 7 (*b*)]. Headmasters of zila schools should indent upon this office for the number they require (1) for binding into volumes and (2) for copies.

4. Records A, B and C of the Scholars' Register must be posted from the Admission Register for all scholars at present on the rolls, but columns 3 to 6 of Record C will remain blank until the end of the session. These scholars should be entered in their order of seniority in the Admission Register. After these, scholars newly admitted should be entered,

5. It should be noticed that the rules regarding Scholars' Register as well as the revised *Inter-school Rules* apply to all schools of the Anglo-Vernacular class, and not merely to secondary schools.

6. A copy of the *Inter-school Rules*, printed in large type, will be supplied to each school. This must be mounted and hung up in a conspicuous position on the school building.

7. Inspectors are requested to see that measures are taken in the schools under their inspection to carry out these directions.

RULES FOR THE MAINTENANCE OF THE "SCHOLARS' REGISTER."

1. For every boy joining a Government or Aided Anglo-Vernacular School of whatever grade, a *Scholars' Register* will be prepared under these rules. Such register shall not, however, be written up until fifteen days after the boy's first taking his seat in the school, when his admission to the school shall be held to be confirmed.

2. One whole sheet will be devoted to the record regarding each scholar. The record of the conduct in record D will commence with the entry for the school year 1889-90, and will be continued, if necessary, over the page, and additional blank pages can be attached when required.

Register number.

3. Successive numbers must be allotted to boys on their admission, and each boy will retain his number throughout the whole of his career in the school. A boy returning to the school after absence of any duration will resume his original admission number.

4. The scholars' registers will be bound in volumes of a convenient size, each volume containing about 100 registers in the serial order of the boys' admission. The registers must be preceded by an alphabetical index, a page, or so much space as is necessary, being allotted to each letter, the margin being cut in the usual way to admit

of ready reference to the letter. Against each name in this alphabetical index must be entered the number under which the scholar is entered in the register. The registers must be posted regularly each day for the day preceding.

Record A.

(*a*) Against the *Date of first entry of scholars' name* must be entered the date of his first admission to the school, and under *Removal* in a similar manner the date of his name being struck off after this first entry. Finally, a short note in the same line will show the cause of removal, *e. g.*, "Proceeded to college," "Removal of family from town," "Expelled, see entry No. 3 under conduct," &c. If the scholar is readmitted to the school after removal, the record of his second period of attendance at the school will be shown in a similar manner, and so far all subsequent admissions and withdrawals. In making these entries of causes of removal the headmaster will bear in mind rule 8 of the Inter-School Rules of 1889.

(*b*) Ordinarily no scholar's name should be removed from the register on account of absence without leave for any period less than six weeks. But the headmaster has authority to remove the name at any earlier date if he sees reason for doing so.

Record B.

6. *Column* 2.—If the scholar's name has been registered in some other school which he has previously attended, the age entry in this column must be consistent with the former entry, that is, it will be the age registered in the previous school,* with the addition of the number of years which have since elapsed. If in the opinion of the headmaster, this original age entry was erroneous, he will refer the point to the Inspector when he visits the school, and the Inspector will then pass such order as he thinks fit for the correction of the original age entry, and the new entry will then be brought into conformity with it. No change can be made in the age of a scholar as *first* registered in a scholar's register, except with the sanction and under the signature of the Inspector.

(*b*) *Columns* 4 *and* 5.—In the case of a boy being readmitted into his former school without having during his absence attended any other school, these columns will be blank. In the case of a boy transferred from other schools the entry will be filled up from the information as provided in rule 10 below.

Record C.

7 (*a*) This record will show the progress of the scholar through the school, his regularity or irregularity of attendance in each class, and the position he takes at each final examination of the class in which he is reading.

(*b*) *Column* 1.—*Ten* classes have been entered in the form, but only so many classes need be entered as are maintained in the school. For example, in one of the primary branch schools, classes X to VII only need be entered: in most high schools the lowest class is the sixth or seventh, and all below may be omitted. In the registers for Zila Schools of the middle grade it will be advisable to enter Classes I and II as the schools may be raised to the high standard.

(*c*) The date to be entered in column 1 is the date on which the pupil is promoted to the class. But in the case of a pupil being promoted on trial (see rule (*f*) II below) the date to be entered will be that on which his promotion is confirmed.

(*d*) If after leaving the school a scholar is readmitted into the *same* class, a second entry may be made below the first, and the headmaster in making the first entry must leave sufficient space below to admit a second or even a third, if necessary.

(*e*) *Column* 2.—The date to be entered is that on which the scholar becomes entitled to promotion under the Rules for Promotion as below:—

(*f*) *Rules for Promotion.*

I.—In classes I to VII, inclusive, promotions shall be given annually on the result of the examination of the class held at the close of the annual term, either by some examining board or by the headmaster. Provided that in exceptional cases, as that of a boy who has already mastered the special subjects in the vernacular and has only English to learn, the headmaster shall have authority to promote a scholar at any time during the currency of the annual term.

II.—If the promotions are made and the classes reformed on the 1st April (instead of the 1st July), probationary promotion may be given with effect from the 1st April (provided that such promotion must be either

* For all years, between 1886 and 1888-89, the entries in the admission register under Director Public Instruction's Circular No. 23 of 1885, will be taken as the entries in the Scholars' Register under these rules.

confirmed or annulled before the 15th July. If the annual promotions are not made until the 1st July, no probationary promotions can be granted.*

III.—In classes below the 7th promotion can be given at any time at the headmaster's discretion and convenience.

IV.—Promotions will take effect from the first day of the month.

V.—If the annual examination of the class under rule 1 is conducted under the directions of the Inspector of Schools or the headmaster, the result of the examination must be notified to the class before it breaks up for the long vacation; and if the new classes are formed on the 1st April, then before that date. Each pupil of the class must be furnished before leaving for the holidays with a slip showing the number of marks *per centum* which he has obtained in each subject at the examination, and whether he is passed for promotion to the next class, or has failed to qualify, or is to be allowed probationary promotion under rule II.†

(*g*) *Column* 3.—The column space for each class has been divided into three portions, to meet the cases of scholars who remain for three school years in a class without obtaining promotion.

N. B.—A scholar who fails to obtain class promotion during three years must be withdrawn from the school and will not be readmitted.

(*h*) Against the entry of the school year in this column must be registered the number of school meetings held while the scholar was in the class during the school year (from the 1st July to the end of June, or for this rule only if the annual promotions are made on the 1st April—from 1st April to the end of March).

(*i*) *Column* 4.—In this column will be entered the number of times on which the scholar was marked as present during the period as above.

N. B.—These entries must be posted into the Scholar's register after the school closes for the long vacation, and must be completed for the whole school before the school reopens.

Rank in class.

(*l*) *Columns* 5 *and* 6.—These columns will be left blank for pupils in classes *below the seventh*.

(*m*) In column 5 will be entered the number of scholars on the rolls at the time of the final examination of the class, and in column 6 the order of merit of the scholar as shown by the result of this examination, modified, if necessary, as may seem just to the headmaster with reference to the results of the preceding quarterly examinations.

(*n*) If the scholar fails to get promotion at the end of his first term, there will be a second or even a third entry below the first, parallel to the entries in the *attendance* columns.

(*o*) In the case of the Entrance Examination, which is the standard of Class I, the entry in column 5 will show the number on the rolls of the class when the list was sent up to the Registrar, and that in column 6 will be shown the scholar's order of merit among the candidates of the school, if the information is available.

Record D—Conduct.

8. This will form an annual record of the scholar's conduct. At the beginning of each school year a heading will be written in large characters denoting the year. Below this will be entered with brief details every instance of serious misconduct, and the punishment awarded,* and any special distinction with the prize, if any, received. The date of passing the Middle or Entrance Examination should be specifically recorded, and a note of the division in which the scholar passed. Every entry must be preceded by a serial number running from the first to the last entry. The record of conduct for each year will be continued, if necessary, on the reverse of the scholar's register. Each entry should be as brief as possible.

* See especially rule 5 of the Inter-School Rules regarding expulsion.

General.

9. The scholars' registers must be written by the headmaster himself, or if he is unable to do this, they may be written under his superintendence, except the conduct record, which he must write himself. They must be kept in his custody.

* Promotions from all classes except the third are already made on the result of examinations under the headmaster, which are completed before the end of March, and the new classification can be made from 1st April without difficulty. Head masters can arrange to conduct in a similar manner their own *independent* examination of the third class to test the fitness of boys for promotion to class II, and can on the result make the promotions on *probation* to class II, from the 1st April If the boy subsequently passes at the public Middle Examination, the results of which are not published until June, his promotion will be confirmed under Promotion Rule II. If he *fails* he may also be confirmed unless he wishes to enter the Middle Examination again, in which case he must be reduced to the third class.

† Rule V has been added from this office Circular No. 47 of 1889.

10. A scholar on applying for admission to a school is required, if he has already been a pupil of any other school, whether Government, aided or unaided, to bring with him a copy of his scholar's register from each of his former schools. The headmaster will keep the copies of the scholars' registers thus received in a portfolio, arranged for easy reference, and return to each scholar his copies upon his leaving the school. An index must be prefixed to the portfolio, showing the name of the scholar whose register is thus received, the date of its receipt, the date of its return to the scholar or his guardian, and of the receipt for its delivery.

11. A scholar leaving the school, or who has left school, and who has paid his school fees for the *whole school* year, or the sum required under rule 13, shall receive without delay upon written application to the headmaster, signed or supported in person by his parent or guardian, a copy of his scholar's register. Such copy shall be certified as true under the signature of the headmaster and the date of the certificate entered. The fee payable for such copy is one rupee for scholars in class VII and upwards, and 8 annas for scholars in classes below. If any copies of the scholar's registers from other schools have been filed in the school office under rule 10, these shall be attached to the copy and delivered with it.

12. But before returning these copies the headmaster shall cause to be attached to the register of this scholar of *his* school, a copy of all the entries in the conduct record of the copies returned, headed by the name of the school from which the copy was received.

13. If under rule 4 of the inter-school rules the scholar is allowed to migrate to another school during the currency of the school year, the headmaster will enter below Record A in red ink " Scholar permitted to leave school under rule 4 of the Inter-School Rules" and will sign and date the entry. In this case he will, if he is satisfied the transfer is actually intended, require the school fee to be paid only up to the end of the month in which the copy is granted.

14. If when the copy of the scholar's register is applied for under rule 11, the scholar's name is still on the rolls, it will be struck off with effect from the date of the boy's last attendance at school as shown by the attendance register, and this date will be entered under the heading " Removal" in Record A of the register.

15. Upon the receipt of the application for the leaving copy of the scholars' register under rule, the headmaster will cause the several records contained therein to be posted up to date, and will sign and date the following certificate below the last entry of the Conduct Record C :—

" Certified that the above scholar's register has been posted up to date of the scholar's leaving, as required by the departmental rules.

16. No certified copy of a scholar's register will be given by the headmaster except under rule 11, nor will the register be open to inspection except by the superior officers of the department.

_____SCHOOL.

SCHOLAR'S REGISTER.

*Register Number*_____

A.

Admission.	Removal.	Cause of Removal.
Date of first entry of scholar's name. Date of second entry, if any ...	Date of first removal of name from roll. Date of second removal, if any ...	

B.

Name of scholar, with caste if Hindu; otherwise religion. If free scholar, note this.	Age at date of first admission to *this* school.	Name, occupation and address of parent or guardian.	The last school, if any, which the scholar attended before joining this school.	The highest class *from* which the scholar was promoted or fit for promotion on leaving his last school.
1	2	3	4	5

C.

Date of admission or promotion into each class.	Date of passing standard of class from *this* school.	Attendance.		Rank in class.	
		Number of school meetings.	Number of meetings at which present.	Number of scholars in class.	Place as shown by final examination of class.
1	2	3	4	5	6
X ...		1889-90.			
IX ...		1889-90.			
VIII ...		1889-90.			
VII ...		1889-90.			
VI ...		1889-90.			
V ...		1889-90.			
IV ...		1889-90.			
III ...		1889-90.			
II ...		1889-90.			
I ...		1889-90.			

D.

CONDUCT.

Enter each year (*a*) every case of *serious* misconduct; (*b*) punishment awarded; (*c*) prize gained; (*d*) general behaviour during the year.

School year, 1889-90.

INTER-SCHOOL RULES FOR THE YEAR 1889 AND UNTIL FURTHER NOTICE.

1. The following rules apply to all Anglo-Vernacular Schools for boys of any and every grade, Government and Aided, in the North-Western Provinces and Oudh.

2. The Circle Inspector of Schools is authorized to permit the transfer of a pupil or pupils, notwithstanding these rules, at any time during the currency of the school year, if exceptional circumstances have arisen which in his opinion render a transfer expedient. In every such case the Inspector shall record his reasons for permitting such transfer, and shall send a copy of such record to the headmaster or manager of the school from which the transfer is allowed.

3. A boy will not be admitted as a pupil into any school, except on the understanding that he will not leave the school until the end of the current school year (which begins on the 1st of July, and terminates on the last day of the following June), and except as provided in these rules no boy will be allowed to migrate from one school to another during the currency of the school year.

Provided that no boy shall be held to have joined any school under these rules until his admission has been confirmed and his scholar's register written up under rule 1 of the rules for the maintenance of Scholars' Registers.

N.B.—Nothing in this rule shall be held to bar the headmaster from making his annual promotions on the 1st of April.

4. If, owing to special occurrences, such as the removal of the scholar's parent or guardian to another town, or to a change of air being recommended by a medical authority for the benefit of the boy's health, his transfer to a school in another town is desirable, his transfer will be permitted at any time during the year.

A scholar leaving his school under this rule is not admissible during the currency of the term into another school in the same town.

5. The headmaster may punish a boy by excluding him from attending school for a period not exceeding one month, and such order of rustication is final. If in the opinion of the headmaster the fault committed should be punished by rustication for a longer period, he shall report the circumstances to the Inspector of Schools, stating for what period the boy should, in his opinion, be debarred from readmission to *any* school, and the Inspector may then pass an order fixing the period of rustication.

6. (*a*) A boy on first going to school, or who has attended no school during the preceding six months, will be placed in the class for which, in the opinion of the headmaster, he is fitted.

(*b*) A boy who has within the preceding six months attended school will ordinarily be placed in the class or standard next above that of the highest standard which by the entry in column 2 of his Scholar's Register, Record C, he is shown to have passed, provided that the headmaster may place him in any lower class, if after due examination he considers him fit only to study in a lower one.

N.B.—A scholar will not be considered to have passed the standard of his class if he has been promoted to the next class on trial only (Rules for promotion II under section 7 of the rules regarding Scholars' Registers).

7. Before a boy is admitted to a school a written statement must be delivered by his parent or guardian to the headmaster certifying whether or not the boy has previously attended any school or schools, and what schools. All such statements shall be endorsed with an order for filing, signed by the headmaster, and shall be affixed for record in a guard-book in the order of the dates of their receipt.

8. If a boy presented for admission to school has attended any school to which these rules apply, an authenticated copy of his Scholar's Register from his last and any former schools must be produced, and the boy cannot be permitted to join school until its production. If, upon inspecting the copy of the Scholar's Register, the headmaster is of opinion that the boy is debarred from admission to the school under these rules, he will enface the fact with a reference to the rule in red ink upon the front sheet of the register and return it to the boy's parent or guardian, refusing to admit him. If, however, he is of opinion that the boy is admissible under the rules, he will write in red ink on the copy, "Admitted as a pupil, Scholar's Register to be prepared," and sign and date the entry.

9. If the statement required under rule 7 is found by the headmaster to contain any allegation regarding the boy having attended or not attended any school, which the headmaster considers false, he shall report to the Inspector who, if he concurs in the finding, shall direct that for the six months following the date of his order the boy shall not be admitted to any school.

10. The following extracts from the rules regarding copies of Scholars' Registers are reproduced from the rules for their maintenance :—

" *Rule* 11.—A scholar leaving the school or who has left school and who has paid his school fees for the whole school year or the sum required under rule 13 shall receive without delay upon written application to the headmaster, signed or supported in person by his parent or guardian, a copy of his scholar's register. Such copy shall be certified as true under the signature of the headmaster, and the date of this certificate entered. The fee payable for such copy is one rupee for scholars in Class VII and above, and eight annas for scholars in classes below. If any copies of the Scholars' Registers from other schools have been filed in the school office under rule 10, these shall be attached to the copy and delivered with it.

"*Rule* 13.—If, under rule 4 of the Inter-School Rules, the scholar is allowed to migrate to another school during the currency of the school year, the headmaster will write below Record A of the register in red ink, " Scholar permitted to leave school under rule 4 of the Inter-School Rules" and will sign and date the entry. In this case he will, if he is satisfied the transfer is actually intended, require the school fee to be paid only up to the end of the month in which the copy is granted.

" *Rule* 16.—No certified copy of a Scholars' Register will be given by the headmaster except under rule 11."

APPENDIX No. X.

Classification of scholars in the State Middle Vernacular Schools on the 31st March, 1889.

District.		Number of schools.	Class VII. B. Number on the rolls.	Class VII. B. Average daily attendance	Class VII. A. Number on the rolls.	Class VII. A. Average daily attendance.	Class VI. Number on the rolls.	Class VI. Average daily attendance.	Class V. Number on the rolls.	Class V. Average daily attendance.
MEERUT ...	Dehra Dún ...	2	20	15	10	7	22	18	21	19
	Saháranpur ...	6	84	73	64	55	126	111	106	95
	Muzaffarnagar ...	8	61	32	58	50	101	73	114	76
	Meerut	7	97	79	77	61	138	110	112	91
	Bulandshahr... ...	8	94	73	93	84	135	110	130	109
	Aligarh	9	54	53	120	62	129	98	109	88
	Total ...	40	410	325	422	319	651	520	592	478
AGRA... ...	Muttra	9	204	188	113	96	108	86	105	69
	Agra	12	203	163	135	105	104	81	106	74
	Farukhabad	8	62	78	87	97	73	71	82	72
	Mainpuri	5	57	43	44	37	42	35	60	48
	Etáwah	5	33	28	40	33	53	42	52	44
	Etah	7	52	48	48	39	46	40	75	59
	Total ...	46	611	548	467	407	426	355	480	366
ROHILKHAND ...	Bijnor	6	89	73	65	63	106	87	129	114
	Moradabad	8	115	94	82	72	112	88	152	130
	Budaun	6	56	51	38	33	77	60	109	91
	Bareilly	6	75	59	55	43	103	73	97	71
	Sháhjahánpur ...	5	66	50	56	53	82	65	95	75
	Pilibhit	3	50	41	27	23	43	30	46	38
	Total ...	34	451	368	323	287	523	403	629	519
ALLAHABAD ...	Cawnpore	10	70	58	44	36	62	52	74	61
	Fatehpur	7	56	47	53	47	49	44	55	48
	Bánda	8	109	93	66	55	90	77	98	80
	Hamírpur	7	124	103	85	64	90	68	101	77
	Allahabad	8	106	81	58	51	86	74	99	98
	Jaunpur	6	72	60	51	44	84	71	79	68
	Total ...	46	537	442	357	297	461	386	506	432
BENARES ...	Azamgarh	8	70	56	27	23	64	51	76	58
	Mirzapur	4	79	66	42	33	33	27	33	26
	Benares	2	29	18	16	12	12	9	10	7
	Gházipur	7	86	70	45	36	56	39	35	25
	Gorakhpur	7	79	68	63	54	51	42	62	52
	Basti	5	28	24	29	27	45	38	38	32
	Ballia	5	48	42	36	33	57	50	63	57
	Total ...	38	419	344	258	218	318	256	317	257
JHÁNSI ...	Jhánsi	6	121	150	91	64	102	63	59	43
	Jalaun	5	44	34	42	32	62	49	37	28
	Lalitpur	2	51	41	...	...	43	37	27	22
	Total ...	13	216	225	133	96	207	149	123	93
KUMAUN ...	Kumaun	7	...	...	252	185	99	69	74	51
	Garhwál	2	...	...	39	35	28	22	19	17
	Tarái	1	...	...	47	43	19	13	19	18
	Total ...	10	...	...	338	263	146	104	112	86
OUDH ...	Lucknow	6	73	69	63	59	106	92	58	51
	Unáo	8	78	124	96	110	126	103	94	73
	Bara Banki	7	47	43	85	77	84	73	51	44
	Sitapur	6	33	56	52	71	80	78	65	54
	Hardoi	7	86	77	85	75	133	121	127	119
	Kheri	4	53	48	45	41	74	68	52	48
	Fyzabad	3	34	27	32	28	50	39	36	28
	Bahraich	2	22	18	23	19	24	21	14	10
	Gonda	4	37	34	33	27	61	46	48	37
	Rae Bareli	3	59	51	47	41	69	61	38	33
	Sultánpur	3	29	27	36	33	35	31	36	32
	Partábgarh	3	39	32	21	16	37	24	41	30
	Total ...	56	590	606	618	597	879	757	660	559
	GRAND TOTAL ...	283	3,234	2,858	2,916	2,484	3,611	2,930	3,418	2,790

APPENDIX No. X.

Classification of scholars in the State Middle Vernacular Schools on the 31st March, 1889.

District.		Number of schools.	Class IV.		Class III.		Class II.		Class I.		Total.	
			Number on the rolls.	Average daily attendance.	Number on the rolls.	Average daily attendance.	Number on the rolls.	Average daily attendance.	Number on the rolls.	Average daily attendance.	Number on the rolls.	Average daily attendance.
MEERUT ...	Dehra Dún ...	2	16	14	7	6	2	2	9	8	107	89
	Saháranpur ...	6	76	68	51	42	37	32	94	82	638	558
	Muzaffarnagar ...	8	74	54	71	50	54	37	86	68	619	435
	Meerut ...	7	119	101	70	55	78	63	98	88	789	648
	Bulandshahr ...	8	93	75	88	74	63	49	127	97	823	671
	Aligarh ...	9	81	57	58	46	48	46	102	58	701	508
	Total ...	40	459	369	345	273	282	229	516	396	3,677	2,909
AGRA ...	Muttra ...	9	97	64	63	45	48	34	59	42	797	624
	Agra ...	12	90	67	61	43	54	41	94	80	847	654
	Farukhabad ...	8	83	60	64	50	60	43	114	76	625	547
	Mainpuri ...	5	41	28	32	22	30	23	65	53	371	289
	Etáwah ...	5	45	38	29	22	14	13	32	26	298	246
	Etah ...	7	68	53	72	51	58	47	127	111	546	448
	Total ...	46	424	310	321	233	264	201	491	388	3,484	2,808
ROHILKHAND,	Bijnor ...	6	105	82	83	77	70	63	133	109	780	668
	Moradabad ...	8	131	109	103	78	63	48	153	135	911	754
	Budaun ...	6	72	56	59	43	46	37	61	52	518	423
	Bareilly ...	6	80	56	56	39	56	36	62	51	584	428
	Sháhjahánpur ...	5	82	58	72	53	58	46	48	39	559	439
	Pilibhít ...	3	54	45	20	15	33	27	27	23	300	242
	Total ...	34	524	406	393	305	326	257	434	409	3,652	2,954
ALLAHABAD ...	Cawnpore ...	10	82	67	60	45	135	106	80	83	607	508
	Fatehpur ...	7	57	48	48	32	82	69	78	72	473	407
	Bánda ...	8	68	55	34	27	47	38	58	43	570	468
	Hamírpur ...	7	74	56	47	35	80	59	59	64	660	526
	Allahabad ...	8	91	76	79	69	140	121	147	140	806	710
	Jaunpur ...	6	60	51	41	34	99	78	40	34	526	440
	Total ...	46	432	353	304	242	583	471	462	436	3,642	3,059
BENARES ...	Azamgarh ...	8	57	42	49	38	139	99	67	56	549	423
	Mirzapur ...	4	32	19	37	26	61	44	43	37	360	278
	Benares ...	2	14	9	11	8	27	17	15	13	134	93
	Gházipur	7	43	30	60	40	56	50	70	45	451	335
	Gorakhpur ...	7	50	39	63	45	73	66	80	56	521	422
	Basti ...	5	47	42	38	32	20	16	59	55	304	266
	Ballia ...	5	45	40	57	47	44	32	61	49	411	350
	Total ...	38	288	221	315	236	420	324	395	311	2,730	2,167
JHÁNSI ...	Jhánsi ...	6	48	23	17	11	12	4	18	17	468	375
	Jalaun ...	5	44	33	18	12	18	14	30	26	295	228
	Lalitpur ...	2	14	13	11	9	3	2	7	6	156	130
	Total ...	13	106	69	46	32	33	20	55	49	919	733
KUMAUN ...	Kumaun ...	7	36	33	33	29	23	21	20	19	537	407
	Garhwal ...	2	12	11	12	11	10	9	8	7	128	112
	Taráí ...	1	10	8	9	7	6	5	11	4	121	98
	Total ...	10	58	52	54	47	39	35	39	30	786	617
OUDH ...	Lucknow ...	6	63	56	60	49	72	61	43	40	538	477
	Unao ...	8	83	81	66	62	133	86	54	62	730	701
	Bara Banki ...	7	67	58	49	43	99	85	42	40	524	463
	Sitapur ...	6	57	42	34	37	72	49	51	47	444	434
	Hardoi ...	7	158	135	87	72	160	144	62	60	898	803
	Kheri ...	4	47	43	51	46	50	46	45	41	417	381
	Fyzabad ...	3	32	24	40	31	68	57	21	23	313	257
	Bahraich ...	2	17	14	14	12	18	18	16	14	148	126
	Gonda ...	4	50	40	29	22	60	47	33	31	351	284
	Rae Bareli ...	3	45	41	34	33	71	63	29	29	392	352
	Sultánpur ...	3	24	19	27	25	44	38	65	60	296	265
	Partabgarh ...	3	36	26	24	17	85	68	37	34	320	247
	Total ...	56	679	579	515	449	932	762	498	481	5,371	4,790
GRAND TOTAL ...		283	2,970	2,359	2,293	1,817	2,879	2,299	2,940	2,500	24,261	20,037

APPENDIX No XI.

Circular No 1 of 1889.

SANSKRIT COURSE FOR AIDED SANSKRIT SCHOOLS AND THE EXAMINATIONS OF THE GOVERNMENT SANSKRIT COLLEGE.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES AND OUDH.

Dated Allahabad, the 4th January, 1889.

THE following rules for the course of Sanskrit studies are required to be adopted by Sanskrit schools receiving aid from this department. Inspectors of Schools are requested to take the necessary measures to bring the course of studies in these schools into conformity with those now laid down. At the annual inspection, each of the three classes IV, III, and II must be examined in its standard as now specified, and the promotions from class to class given on the result. In case the Inspector is not himself a Sanskrit scholar he will nominate a competent Pandit with the sanction of this office from one of the Government Schools to conduct the examination. The scholars in class I are required to present themselves for examination at the Annual Prathama Paríkshá of the Benares Sanskrit College.

2. An annual inspection note should be forwarded to this office showing the number of scholars in each of the four classes, the number who pass the annual examination in each of the three lower standards and in the Prathama Paríkshá. If the institution teaches beyond the entrance examination of the Sanskrit College (Prathama Paríkshá) up to the standard of the Madhyamá Paríkshá, the report should show the number of students studying in each of the four annual stages and the number who pass each of the four examinations.

Regulations for Aided Sanskrit Schools and Colleges.

1. Aided Sanskrit Schools are required to adopt a definite course of study in subordination to the examinations held in the Sanskrit College, Benares.

2. The four years course laid down in the schedule leads up to the Prathama Paríkshá of the Sanskrit College. The books to be studied during the last two years of that course are those prescribed for the Prathama Paríkshá : those to be studied in the first two years are as shown in the accompanying schedule of studies.

3. Sanskrit Schools which are able to make adequate arrangements for teaching the higher or college class may in addition to the Prathama Paríkshá course teach that of the Madhyamá Paríkshá. This latter course must be taken up only by such students as have passed the Prathama Paríkshá of the College.

4. The Madhyamá Paríkshá course extends over four years and comprises three optional branches, *viz.*, Vyakarana, Nyâya, Jyotish. The books comprised in each course, and the order in which they are to be studied are given in the printed examination regulations of the Benares Sanskrit College.

5. A student reading the Madhyamá Paríkshá course must present himself at the end of each year for examination by the College authorities in the books studied during the year. After having passed each of these four annual examinations, he will be declared to have passed the Madhyamá Paríkshá.

6. Students may present themselves for the Prathama Paríkshá either at the Benares College or at one of the centres of the Anglo-Vernacular Middle Examination. The centre will be fixed for each Sanskrit School by the Director of Public Instruction.

7. For each of the three first annual examinations of the Madhyamá Paríkshá course students may present themselves either at Benares or at the centre before-mentioned.

8. All the candidates from one school must present themselves for examination at one place either at Benares or the centre afore-mentioned.

9. For the fourth year examination of the Madhyamá Paríkshá students, they must present themselves at the Benares College.

10. A list of the names of the students who wish to appear either in the Prathama Paríkshá or one of the four Madhyamá Paríkshá (together with a statement of the special branch of the Madhyamá Paríkshá taken up by the students) must be submitted by the Headmaster to the Principal, Benares Sanskrit College, not later than the 30th January. The Headmaster must state at the same time whether the students will appear at Benares or some other place.

11. For further information as to the date of examination, fees, &c., application should be made to the Principal, Benares Sanskrit College.

12. Students who, after having passed the Madhyamá Paríkshá, continue their studies with a view to passing the Acharya examination must join the Benares Sanskrit College, as none but students of this College will be admitted to the examination.

13. Certificates under the seal and signature of the Principal, Benares Sanskrit College, will be given to candidates who pass either of the above examinations, and their names will be published in the *Government Gazette*.

Standards of Examination for Primary, Middle, and High Sections of Sanskrit Schools.

Subject.	Primary Section, Class IV. of Sanskrit Schools.	Middle Section, Class III. of Sanskrit Schools.	High Section, Classes II. and I. of Sanskrit Schools.
Reading and text book.	Reading and explanation in the Vernacular of an elementary text book. The text book to be either Rijupâth *or* 2nd canto of Raghuvanśa.	Reading and explanation in the vernacular of a text book. The text book to be Panchatantra, Book II.	Reading and explanation of text books. The text books to be;— 1. Raghuvanśa, cantoes II, III, IV, V, (*or* Bhâminîvilâsa, *or* Bhartrihari Śatakatraya). 2. Vâlmîki Rámáyan, canto I. and Mahâbharat Sîlanirúpanâdhyâya (*or* former half of Meghadûta).
Grammar ...	Declension, conjugation and formation of compounds as contained in Subant Rûpâvalî, Samâs Chakra and Tinant Rûpâvalî.	Laghu Kaumudî up to the end of Shadlinga.	Laghu Kaumudî (*or* Sârasvata *or* Sidhântachandrikâ Uttarârdh, *or* Mugdha Bodha).
Nayâya ...	...	...	Tarka Sangraha *or* Bhâshâparicheda.
Vocabulary ...	First book of Amarkosh,	The whole of Amarkosh,	...
Translation Prosody.	...	...	Translation of easy sentences from Sanskrit into the vernacular and from the vernacular into Sanskrit. Śrutabodh.
Vivâ voce ...	...	...	*Vivâ voce* examination in the whole course.

Note.—The course for each of the four classes of the Sanskrit School is adapted for one year's study.

APPENDIX No. XII.

Circular No. 19 of 1889.

COURSE FOR AIDED ARABIC SCHOOLS.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

NORTH-WESTERN PROVINCES AND OUDH.

Dated Allahabad, the 24th April, 1889.

THE course of study laid down in the annexed rules and schedule must be adopted by all Arabic schools, receiving aid from this department. These schools are of course at liberty to teach any additional course, religious or otherwise, but the school will be tested only in the course herewith laid down, and the continuance of the grant will be dependent on the result of this test only. Inspectors of Schools are requested to take the necessary measures to bring the course of studies in these schools into conformity with that now laid down. At the annual inspection, each of the five classes below the highest should be examined, and the general result for each class noted. Promotions from the fourth to the fifth standard must be made on the result of this annual inspection, and students in the highest standard are expected to present themselves at the annual *Mulla* examination. If the Inspector himself is not an Arabic scholar, he will nominate a competent Maulvi from one of the Government Schools to conduct the examination.

2. An annual inspection note should be forwarded to this office, showing the number of scholars in each of the classes in the school and the number examined in each standard and the number passed. If the institution teaches beyond the *Mulla* examination, the report should show the number of students studying for the *Fazil* or any other examination.

Rules for Aided Arabic Schools and the Mulla and Fazil Examinations of Muir College.

1. Aided Arabic Schools are required to adopt a definite course of study in subordination to the *Mulla* examination, which will be held under the orders of the Principal at Muir College, Allahabad, in November each year.

2. The course of study, requiring ordinarily a period of four years to complete, in subordination to this examination, is laid down in the annexed schedule of studies.

3. The *Mulla* examination will be conducted partly in writing and partly orally. The following is the general scheme of examination :—

One paper in prose ...	...	...	3 hours allowed.
„ „ poetry...	...	...	„
„ „ Sarf صرف	...	...	„
„ „ Nahv نحو	...	...	„
„ „ Composition	...	...	4 hours allowed.

At the oral examination the candidate will be required to read and explain passages from books not included in the course.

4. Aided Arabic Schools in which students propose to carry on their studies beyond the *Mulla* standard may adopt, as their final standard, the Arabic course laid down for the M.A. degree in Arabic of the University of Allahabad, which will be regarded as the *Fazil* examination. No candidates will be admitted to this examination who have not passed the *Mulla* examination.

5. For further information as to the date of the examination, fees, &c., application may be made to the Principal, Muir College, Allahabad.

6. Successful candidates at these examinations will receive certificates under the seal and signature of the Principal, Muir College, Allahabad, and their names will be published in the *Government Gazette of the North-Western Provinces and Oudh.*

STANDARDS OF EXAMINATION FOR ARABIC SCHOOLS.

Subject.	Primary Section.		Middle Section.		High Section.	
	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
READING.	Amjad Ali's new selections, first half. إنتخاب جديد امجدعلي نصف اول	Amjad Ali's new selections, second half. إنتخاب جديد امجدعلي نصف اخير	In prose :— Kashf-ul Mukhabba. كشف المخبا Annawadir النوادر In poetry :— Assádeh-wal-Baghim. الصادح والباغم Both as contained in Allahabad Arabic Entrance Course for 1891. عربی انترنس کورس امجدعلي براے سنه ۱۸۹۱	The remaining portions of the Entrance course of the Allahabad University for 1891. مابقی از عربی انترنس کورس مؤلفه امجدعلي براے سنه ۱۸۹۱	The intermediate Arabic course of the Allahabad University : by Maulvi Amjad Ali, M.A. عربی انٹرمیڈیٹ کورس مؤلفه امجدعلي براے سنه ۱۸۹۱	B. A. Arabic course of the Allahabad University : by Maulvi Amjad Ali, M.A. عربی بی اے کورس مؤلفه امجدعلي براے سنه ۱۸۹۱
GRAMMAR.	Mizan ميزان Munshaeb منشعب Panj-Ganj : 1st four sections of Chapter I. پنج گنج — فصول اربعه اولی از باب اول Meat-Amil Manzum (to be learnt by heart). مائة عامل منظوم فارسي – ازبر یاد کرنا	Panj-Ganj: from the 5th section of Chapter I to the end. پنج گنج — فصل پنجم از باب اول تا آخر کتاب — Zubda زبدة Nahv Mir نحو میر	Sarf Mir صرف میر Arabic Sharah Meat-Amil. عربی شرح مائة عامل Zariri ضریري	Hidayat-un-Nahv هدایة النحو Fusúl Akbari فصول اکبري	Kafya : 1st half کافیه نصف اول Shafya : 1st half شافیه نصف اول	Kafya : 2nd half کافیه نصف اخیر Shafya : 2nd half شافیه نصف اخیر
EXAMINATIONS IN—	Oral examination in translation of the Arabic texts into Urdu. Inflections صیغه Conjugations گردان Origin of words تعلیلات Government of various Substantives, Verbs and particles. اعمال حروف و اسماء و افعال	Oral examination in the foregoing, with the addition of the peculiarities of verbs, &c. خاصیات ابواب وغیره	Translation of easy Urdu phrases into Arabic, and *vice versâ* ; also Analysis ترکیب نحوی and all the preceding.	Translation of easy Urdu sentences into Arabic, and *vice versâ* ; and all the preceding.	Translation of easy passages from Urdu into Arabic, and *vice versâ* ; and all the preceding.	To write a letter or any essay in Arabic, as a test of composition ; and all the preceding.

APPENDIX No. XIII.

Classification of Scholars in the village schools on 31st March, 1889.

District.		Number of schools.	Class VII. B. Number on the rolls.	Class VII. B. Average daily attendance.	Class VII. A. Number on the rolls.	Class VII. A. Average daily attendance.	Class VI. Number on the rolls.	Class VI. Average daily attendance.
MEERUT ...	Dehra Dún	22	186	124	94	63	106	79
	Sahárnpur	94	1,106	815	497	386	524	398
	Muzaffarnagar	90	807	639	467	364	527	416
	Meerut	125	1,197	985	591	500	710	585
	Bulandshahr	94	691	594	471	413	549	465
	Aligarh	140	1,047	669	528	423	584	459
	Total ...	565	5,034	3,826	2,648	2,149	3,000	2,402
AGRA ...	Muttra	106	800	565	566	486	567	399
	Agra	128	1,203	894	654	495	632	482
	Farukhabad	97	759	340	519	651	471	350
	Mainpuri	85	746	576	357	275	415	308
	Etáwah...	78	512	378	379	279	391	281
	Etah	90	803	609	387	304	418	316
	Total ...	584	4,823	3,362	2,862	2,490	2,894	2,136
ROHILKHAND ...	Bijnor	90	1,033	885	470	404	433	368
	Moradabad	93	1 197	986	549	377	613	445
	Budaun	98	871	693	416	327	534	418
	Bareilly	89	596	452	344	258	421	311
	Shahjahánpur	85	990	775	472	367	481	371
	Pilibhít...	55	784	626	307	251	306	256
	Total ...	510	5,471	4,417	2,558	1,984	2,788	2,169
ALLAHABAD ...	Cawnpore	123	836	660	623	486	655	504
	Fatehpur	97	814	627	427	327	474	361
	Bánda	113	1,117	785	486	447	516	392
	Hamírpur	76	744	571	396	311	422	310
	Allahabad	116	747	625	503	422	569	470
	Jaunpur	121	1,113	909	766	629	839	676
	Total ...	646	5,371	4,177	3,201	2,622	3,475	2,713
BENARES ...	Azamgarh	105	1,362	1,115	677	540	753	583
	Mirzapur	99	1,006	765	413	318	425	314
	Benares	80	1,115	892	501	393	547	438
	Gházipur	96	982	800	437	363	495	402
	Gorakhpur	149	1,423	1,174	830	685	868	720
	Basti	100	872	712	562	463	538	437
	Ballia	68	1,070	950	476	429	469	413
	Total ...	697	7,830	6,408	3,896	3,191	4,095	3,307
JHÁNSI ...	Jhánsi	39	397	293	183	126	179	122
	Jalaun	73	566	373	322	226	319	204
	Lalitpur	25	112	72	195	128	140	83
	Total ...	137	1,075	738	700	480	638	409
KUMAUN ...	Kumaun	101	...	...	3,086	1,956	1,074	768
	Garhwál	41	...	...	1,137	819	442	318
	Tarái	10	...	...	234	177	105	94
	Total ...	152	...	...	4,457	2,952	1,621	1,168
OUDH ...	Lucknow	47	427	347	195	165	290	230
	Unao	76	909	825	408	433	582	377
	Bara Banki	82	724	609	533	459	708	621
	Sitapur	81	940	747	520	515	673	479
	Hardoi	85	1,030	867	538	464	690	587
	Kheri	50	687	603	400	351	373	327
	Fyzabad	65	784	678	487	413	642	562
	Bahraich	65	896	726	489	417	450	397
	Gonda	88	721	629	442	400	707	631
	Rae Bareli	87	922	746	526	446	748	629
	Sultánpur	70	687	554	409	336	525	461
	Partabgarh	60	532	454	430	353	515	435
	Total ...	856	9,259	7,785	5,377	4,752	6,862	5,736
GRAND TOTAL ...		4,147	38,863	30,713	25,699	20,620	25,373	20,040

APPENDIX No. XIII.

Classification of Scholars in the village schools on 31st March, 1889—(concld.)

District.		Class V.		Class IV.		Class III.		Total.	
		Number on the rolls.	Average daily attendance.	Number on the rolls.	Average daily attendance.	Number on the rolls.	Average daily attendance.	Number on the rolls.	Average daily attendance.
MEERUT ...	Dehra Dún ...	87	58	63	39	20	13	556	376
	Saháranpur ...	535	410	376	276	134	110	3,172	2,395
	Muzaffarnagar ...	540	417	388	304	259	186	2,988	2,326
	Meerut	741	613	548	440	270	224	4,066	3,347
	Bulandshahr ...	486	408	418	341	179	150	2,794	2,371
	Aligarh	586	411	487	364	152	116	3,384	2,442
	Total ...	2,975	2,317	2,280	1,764	1,023	799	16,960	13,257
AGRA ...	Muttra	594	409	358	245	114	70	2,999	2,174
	Agra	683	474	408	304	119	83	3,699	2,732
	Farukhbad... ...	624	458	363	264	118	83	2,854	2,146
	Mainpuri	416	312	269	204	83	69	2,286	1,744
	Etáwah	470	346	281	199	72	52	2,105	1,535
	Etah	479	357	305	229	45	29	2,437	1,844
	Total ...	3,266	2,356	1,984	1,445	551	386	16,380	12,175
ROHILKHAND,	Bijnor	473	394	354	302	271	229	3,034	2,582
	Moradabad ...	651	443	373	257	218	171	3,601	2,679
	Budaun	565	432	457	342	260	190	3,103	2,402
	Bareilly	488	341	299	200	114	76	2,262	1,638
	Sháhjahánpur ...	483	352	325	230	148	101	2,899	2,196
	Pilibhít	288	229	179	152	61	57	1,925	1,571
	Total ...	2,948	2,191	1,987	1.483	1,072	824	16,824	13.068
ALLAHABAD ...	Cawnpore	685	515	563	422	215	167	3,577	2,754
	Fatehpur	511	406	349	273	122	91	2,697	2,085
	Bánda	561	418	427	306	82	60	3,189	2,403
	Hamírpur	440	331	378	275	146	99	2,526	1,897
	Allahabad	553	470	527	424	285	232	3,184	2,643
	Jaunpur	847	680	611	497	367	285	4,543	3,676
	Total ...	3,597	2,815	2,855	2,197	1,217	934	19,716	15,458
BENARES ...	Azamgarh	744	537	565	429	255	197	4,356	3,401
	Mirzapur	350	271	240	192	70	51	2,504	1,911
	Benares	470	358	278	214	160	117	3,076	2,412
	Gházipur	474	388	317	244	181	140	2,886	2,337
	Gorakhpur ...	846	691	748	590	224	176	4,939	4,036
	Basti	601	479	475	378	175	131	3,223	2,600
	Ballia	482	424	359	315	171	141	3,027	2,672
	Total ...	3,967	3,148	2,982	2,362	1,236	953	24,006	19,369
JHÁNSI ...	Jhánsi	173	109	159	91	28	18	1,119	759
	Jalaun	332	194	200	107	36	20	1,775	1,124
	Lalitpur	115	70	88	64	11	6	661	423
	Total ...	620	373	447	262	75	44	3,555	2,306
KUMAUN ...	Kumaun	670	456	296	231	140	113	5,266	3,512
	Garhwál	241	174	96	69	59	42	1,975	1,422
	Taráí	70	55	63	56	24	19	496	401
	Total ...	981	685	455	356	223	174	7,737	5,335
OUDH ...	Lucknow	182	165	197	173	152	137	1,443	1,217
	Unao	320	323	369	289	252	215	2,790	2,462
	Bara Banki ...	409	360	405	362	267	245	3,046	2,656
	Sitapur	431	328	447	357	360	328	3,371	2,754
	Hardoi	507	431	411	356	331	290	3,507	2,995
	Kheri	225	197	210	184	178	156	2,073	1,818
	Fyzabad	486	425	428	370	308	276	3,135	2,724
	Bahraich	316	276	369	329	219	194	2,748	2,339
	Gonda	465	412	429	363	367	309	3,131	2,744
	Rae Bareli ...	428	367	450	372	402	321	3,476	2,881
	Sultánpur	323	272	427	354	290	238	2,661	2,215
	Partábgarh ...	362	304	414	338	310	254	2,563	2,198
	Total ...	4,454	3.860	4,556	3,847	3,436	2,963	33,944	28,943
GRAND TOTAL ...		22,808	17.745	17,546	13,716	8,833	7,077	1,39 122	109,911

APPENDIX No. XIV.

Circular No. 16 of 1888.

EMPLOYMENT OF VILLAGE TEACHERS AS SUB-POSTMASTERS.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

NORTH-WESTERN PROVINCES AND OUDH.

Dated Allahabad, the 6th July, 1888.

THE employment of village teachers as Sub-Postmasters has the sanction of the Education Department, North-Western Provinces and Oudh, under the following rules and conditions :—

1. If the Post-office Department desires to employ any village school teacher as a Sub-Postmaster, the application must be addressed to the Inspector of Schools of the Division, who will inform the Post-office what hours are fixed for the school under Article 8 of the Code of *Regulations for Public Elementary Schools* for each season of the year, and will inquire during what time before, after, or between the school hours the teacher will be required to perform postal work. If, in the opinion of the Inspector, the hours fixed by Post-office are such as will not interfere with the school work, the Inspector will address the Chairman, District Board, recommending that the teacher be allowed to undertake the duties in question. If, in his opinion, the time proposed to be fixed for postal work will interfere with the school duties, he will inform the Post-office to this effect.

2. The hours during which the village Post-office is open must be notified in Urdu and Hindi on a Board to be affixed to a conspicuous place at the school house.

3. If, in the opinion of the Inspector of Schools, the performance of postal duties by any teacher has become injurious to the school, he will notify the fact to the Postmaster-General, and within three months from the receipt of such notice the teacher must be relieved of the postal duties.

If, in the opinion of the Inspector, any existing branch Post-office in charge of a village teacher should be closed, he will proceed as above; otherwise the Post-office will be continued.

4. No teacher will be permitted to perform any postal duties during the hours fixed for school under Article 8 of the Code of Regulations for Public Elementary Schools.

5. It is optional with the teacher to accept or refuse the duties of Sub-Postmaster on the terms offered. If he accepts the duties no plea of excessive postal work will be allowed to excuse neglect of school duties.

6. No teacher accepting the office of Sub-Postmaster will be permitted to accept the duty of personally delivering covers at the residences of addressees, nor of carrying the mail bags to and from a place at a distance from the school.

7. The Deputy Inspector of Schools will notify to the Postal Superintendent of the Division (Postal Service) any order for the transfer of a teacher acting as Sub-Postmaster. His successor at the school will be free to accept or refuse the duties of Sub-Postmaster, and will intimate his acceptance or otherwise direct to the Postmaster.

8. The Deputy Inspector of Schools will also notify (Postal Service) to the Postmaster, when the teacher acting as Sub-Postmaster is required to be absent from the school to attend the Annual Centre Examination or for any other official business.

APPENDIX No. XV.

TABLE I.—EUROPEAN SCHOOLS, STATISTICS FOR 1888-89.

Statement showing the distribution of Scholars.

Serial number.	Name of School.	Average daily attendance. High stage.	Middle stage.	Primary stage.	Total.	Infants.	Number presented to the Inspector for Examination in Standards. I.	II.	III.	IV.	V.	VI.	VII.	Final standard.	Total.	Serial number.
	BOYS.															
	High Schools.															
1	St. George's College, Mussoorie	26	61	54	141	6	14	9	18	21	17	22	20	7	128	1
2	St. Fedelis' School, Mussoorie	7	34	80	121	41	14	19	20	21	16	10	11	3	114	2
3	Diocesan Boys' School, Naini Tal	23	69	68	160	1	13	11	33	28	21	25	28	14	173	3
4	*Boys' School Stoneleigh, Naini Tal	5	7	11	23	2	3	4	7	4	4	1	5	...	28	4
5	St. Peter's College, Agra	15	18	19	52	3	4	4	5	3	6	3	6	3	34	5
6	St. Paul's Orphanage. Agra	7	13	41	61	7	9	8	10	15	7	6	1	2	58	6
7	Boys' High School, Allahabad	5	25	31	61	4	2	7	16	16	11	15	4	3	74	7
8	Memorial School, Cawnpore	3	24	19	46	1	3	4	7	10	7	8	3	...	42	8
	Total ...	91	251	323	665	65	62	66	116	118	89	90	78	32	652	
	Middle Schools.															
9	North-Western Railway School, Mussoorie	...	9	18	27	4	6	4	6	7	2	2	3	...	30	9
10	Cantonment School, Agra	...	26	49	75	16	14	6	15	11	12	..	9	...	67	10
11	St Joseph's Collegiate School, Allahabad	...	15	39	54	8	3	15	10	8	6	5	2	...	49	11
12	Seminary School, Cawnpore	...	4	25	29	5	11	11	3	3	3	...	1	...	32	12
13	East Indian Railway School, Gháziabad	...	4	9	13	9	2	2	2	3	2	1	1	...	13	13
14	St. John's School for boys, Meerut	...	5	15	20	2	...	5	2	2	...	1	1	...	11	14
	Total ...	...	63	155	218	44	36	43	38	34	25	9	17	...	202	
	Primary Schools (mixed.)															
15	Station School, Moradabad	...	...	12	12	3	1	...	3	5	...	...	...	...	9	15
16	East Indian Railway School, Tundla	...	...	9	9	14	5	2	1	2	...	...	...	...	10	16
17	All Saints' District School, Allahabad	...	...	44	44	33	15	13	10	7	...	...	...	...	45	17
18	City Free School, Allahabad	...	...	60	60	21	9	6	17	25	...	...	...	...	57	18
19	European School, Katra, Allahabad	...	...	13	13	8	6	4	1	...	...	...	...	...	11	19
20	East Indian Railway School, Mughal Sarai	...	...	7	7	6	3	...	...	2	...	...	...	...	5	20
21	Station School, Gházipur	...	...	11	11	1	2	3	1	*5	...	...	...	...	11	21
22	North-Western Railway School, Saháranpur	...	...	19	19	10	7	6	4	†8	...	...	...	...	25	22
23	East Indian Railway School, Aligarh	...	...	5	5	7	3	...	...	...	...	...	...	...	3	23
24	Ditto ditto, Cawnpore	...	...	16	16	7	3	7	3	1	...	...	...	...	14	24
25	Ordnance Factory School, Cawnpore...	...	...	12	12	3	4	3	2	3	...	...	...	...	12	25
26	Station School, Fatehgarh	...	...	12	12	3	5	1	2	2	...	...	...	...	10	26
27	Christ Church School, (mixed) Lucknow	...	...	9	9	7	7	3	4	...	...	...	...	...	14	27
	Total ...	...	...	229	229	123	70	48	48	60	...	...	...	...	226	
	GRAND TOTAL ...	91	314	707	1,112	232	168	157	202	212	114	99	95	32	1,097	

* Three pupils reading in class V have been included in class IV.
† Ditto ditto ditto.

APPENDIX No. XV.

TABLE I.—EUROPEAN SCHOOLS, STATISTICS FOR 1888-89.

Statement showing the distribution of Scholars—(concluded).

Serial number.	Name of School.	Average daily attendance.				Infants.	Number presented to the Inspector for Examination in Standards.									Serial number.
		High stage.	Middle stage.	Primary stage.	Total.		I.	II.	III.	IV.	V.	VI.	VII.	Final standard.	Total.	
	GIRLS.															
	High Schools.															
1	Woodstock Girls' School, Landour	6	53	43	102	1	3	5	20	24	26	17	9	...	104	1
2	Girls' High School, Allahabad	10	60	65	135	14	12	12	18	24	24	19	16	6	131	2
3	Girls' Boarding School, Cawnpore	4	17	29	50	5	...	...	12	14	8	1	1	1	37	3
	Total ...	20	130	137	287	20	15	17	50	62	58	37	26	7	272	
	Middle Schools.															
4	Diocesan Girls' School, Naini Tal	...	38	44	82	2	13	10	8	17	16	17	3	4	88	4
5	Girls' School Wellesley, Naini Tal	...	24	35	59	4	5	9	7	17	11	4	7	3	63	5
6	St. Mary's Convent School, Naini Tal	...	31	42	73	7	9	17	7	9	14	12	5	...	73	6
7	St. Patrick's Orphanage, Agra	...	32	36	68	33	12	8	9	12	14	7	4	...	66	7
8	Canning Girls' School, Agra	...	7	18	25	7	1	4	8	5	3	4	...	...	25	8
9	St. Mary's Convent School, Allahabad	...	12	29	41	20	7	9	6	9	10	...	..	...	41	9
10	La Martinière Girls' School, Lucknow	...	18	43	61	2	5	13	9	18	9	9	2	...	60	10
11	Loretto Convent School, Lucknow	...	23	38	61	9	14	10	6	6	11	6	4	...	57	11
12	St. John's School, (for girls) Meerut	...	3	5	8	1	2	2	1	...	1	2	...	...	8	12
	Total ...	...	188	290	478	85	68	82	61	88	89	61	25	7	481	
	Primary School.															
13	Catholic Girls' School, Allahabad	...	...	25	25	25	8	6	3	5	...	...	...	...	22	13
	GRAND TOTAL ...	20	318	452	790	130	91	105	114	155	147	98	51	14	775	

TABLE II.—EUROPEAN SCHOOLS,

Statement showing class and

Serial number.	Name of school.	Class subjects.											
		English.			Needle work.			Geography.			History.		
		Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.
	BOYS.												
	High Schools.												
1	St. George's College, Mussoorie ...	121	83	69	...	...	...	107	80	75	59	46	78
2	St. Fideli's School, Mussoorie ...	103	90	87	...	...	...	91	66	73	37	29	78
3	Diocesan Boys' School, Naini Tal ...	159	79	50	...	...	...	146	88	60	74	46	62
4	Boys' School, Stoneleigh, Naini Tal ...	28	19	68	...	...	...	24	9	38	10	7	70
5	St. Peter's College, Agra	31	29	94	...	...	...	27	19	70	15	7	47
6	St. Paul's Orphanage, Agra	56	48	86	...	...	...	47	36	77	14	6	43
7	Boys' High School, Allahabad ...	68	28	41	...	...	...	67	53	79	28	23	82
8	Memorial School, Cawnpore	42	13	31	...	...	...	38	11	29	16	5	31
	Total ...	608	389	64	...	...	...	547	362	66	253	169	67
	Middle Schools.												
9	North-Western Railway School, Mussoorie,	30	13	43	...	...	...	24	16	67	7	7	100
10	Cantonment School, Agra	63	26	41	8	8	100	52	12	23	21	15	71
11	St. Joseph's Collegiate School, Allahabad,	46	24	52	...	...	...	43	39	91	13	3	23
12	Seminary School, Cawnpore	32	15	47	21	21	100	21	14	67	4	4	100
13	East Indian Railway School, Gháziabad,	13	5	38	5	5	100	11	7	64	4	2	50
14	St. John's School, (for boys) Meerut ...	11	2	18	...	...	...	11	1	9	2	1	50
	Total ...	195	85	44	34	34	100	162	89	55	51	32	63
	Primary Schools (mixed).												
15	Station School, Moradabad	9	9	100	3	3	100	9	9	100	...	...	...
16	East Indian Railway School, Tundla ...	10	7	70	3	3	100	5	3	60	...	...	...
17	All Saints District School, Allahabad ...	45	44	98	19	19	100	30	28	93	...	...	...
18	City Free School, Allahabad	55	38	69	21	21	100	48	27	56	...	...	...
19	European School, Katra, Allahabad ...	11	8	73	10	10	100	5	3	60	...	...	...
20	East Indian Railway School, Mughal Sarai,	5	5	100	4	4	100	2	2	100	1	1	100
21	Station School, Gházipur	11	10	91	7	7	100	9	9	100	3	3	100
22	North-Western Railway School, Saháranpur.	25	10	40	12	9	75	18	4	22	3	3	100
23	East Indian Railway School, Aligarh ...	3	3	100	...	...	...	...	...	...	...	...	...
24	Ditto ditto, Cawnpore ...	14	8	57	3	3	100	11	8	73	...	...	...
25	Ordnance Factory School, Cawnpore ...	12	6	50	7	7	100	8	3	38	...	...	...
26	Station School, Fatehgarh	10	10	100	6	6	100	5	4	80	...	...	...
27	Christ Church School (mixed), Lucknow...	14	7	50	3	3	100	7	2	29	...	...	...
	Total ...	224	165	74	98	95	97	157	102	65	7	7	100
	GRAND TOTAL ...	1,027	639	62	132	129	98	866	553	64	311	208	67

STATISTICS FOR 1888-89.

special subjects taught.

Arithmetic.			Science.			Special subjects. Vernacular.			European language.			Botany.			Drawing.			Latin.			Mathematics.			
Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Serial number.
58	35	60	...	...	...	19	2	11	...	...	...	...	...	...	28	28	100	48	47	98	...	...	...	1
37	32	86	...	...	...	31	1	3	...	...	...	...	...	...	37	35	95	37	27	73	...	...	...	2
73	57	78	...	...	...	...	...	...	...	...	...	...	...	...	58	58	100	38	30	79	...	...	...	3
9	2	22	...	...	...	...	...	...	...	...	...	...	...	...	3	3	100	...	...	...	...	...	...	4
15	10	67	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...	8	7	88	...	...	...	5
14	9	64	...	...	...	6	...	...	10	9	90	...	...	...	...	...	...	...	...	...	...	...	...	6
29	21	72	28	25	89	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7
18	5	28	...	...	...	3	2	67	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	8
253	171	68	28	25	89	74	5	7	10	9	90	...	...	...	126	124	98	133	111	83	...	...	...	
7	7	100	...	...	...	3	...	...	...	...	...	...	...	...	2	2	100	...	...	...	...	...	...	9
21	14	67	...	...	...	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10
13	9	69	...	...	...	...	...	...	...	...	...	...	...	...	9	8	89	10	4	40	...	...	...	11
4	4	100	1	...	...	3	2	67	...	...	...	1	...	...	3	3	100	...	...	...	...	...	...	12
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14
47	34	72	1	..	...	17	2	12	...	...	...	1	...	...	14	13	93	10	4	40	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	15
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16
...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	17
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	18
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21
3	3	100	...	...	...	1	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23
...	...	...	...	...	..	...	...	..	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	24
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25
...	..	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..	..	...	...	26
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		...	27
3	3	100	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
308	208	69	29	25	86	92	7	8	10	9	90	1	...	...	140	137	98	143	115	80	...	...	...	

TABLE II.—EUROPEAN SCHOOLS,

Statement showing class and

Serial number.	Name of school.	Class subjects.											
		English.			Needle work.			Geography.			History.		
		Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.
	GIRLS.												
	High Schools.												
1	Woodstock Girls' School, Landour	104	76	73	98	82	84	101	55	54	52	12	23
2	Girls' High School, Allahabad	124	95	77	114	114	100	113	92	81	58	44	76
3	Girls' Boarding School, Cawnpore	36	24	67	36	36	100	36	24	67	10	9	90
	Total ...	264	195	74	248	232	94	250	171	68	120	65	54
	Middle Schools.												
4	Diocesan Girls' School, Naini Tal	84	65	77	84	80	95	71	59	83	36	25	69
5	Girls' School, Wellesley, Naini Tal	60	38	63	60	56	93	55	36	65	22	9	41
6	St. Mary's Convent School, Naini Tal	73	44	60	73	73	100	64	48	75	31	21	68
7	St. Patrick's Orphanage, Agra	66	50	76	66	66	100	54	45	83	25	24	96
8	Canning Girls' School, Agra	25	19	76	24	24	100	24	18	75	7	2	29
9	St. Mary's Convent School, Allahabad ...	41	34	83	37	35	95	34	28	82	10	10	100
10	LaMartiniére Girls' School, Lucknow	60	48	80	60	60	100	55	45	82	20	17	85
11	Loretto Convent School, Lucknow	57	49	86	52	51	98	43	35	81	21	21	100
12	St. John's School (for girls) Meerut	8	6	75	7	7	100	6	...	...	3	3	100
	Total ...	474	353	74	463	452	98	406	314	77	175	132	75
	Primary School.												
13	Catholic Girls' School, Allahabad	22	14	64	22	22	100	14	8	57	...	...	...
	GRAND TOTAL ...	760	562	74	733	706	96	670	493	74	295	197	67

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special subjects taught.

Arithmetic.			Science.			Special subjects. Vernacular.			European Language.			Botany.			Drawing.			Latin.			Mathematics.			Serial number.
Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27	24	89	...	...	...	...	...	...	1
...	...	...	...	...	...	18	8	44	...	...	...	...	...	...	41	41	100	...	...	...	...	...	...	2
...	...	...	...	...	...	7	2	29	...	...	...	8	1	13	...	...	...	...	...	...	8	...	...	3
...	...	...	...	...	...	25	10	40	...	...	...	8	1	13	68	65	96	...	...	...	8	...	...	
...	...	...	...	...	...	...	...	...	23	21	91	...	...	...	24	24	100	...	...	...	25	12	48	4
...	...	...	...	...	...	9	2	22	1	1	100	22	22	100	9	9	100	2	...	...	3	1	34	5
...	...	...	5	5	100	...	...	...	...	...	...	5	5	100	12	12	100	...	...	...	...	...	...	6
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8
...	...	...	10	10	100	...	...	...	...	...	...	...	...	...	9	8	89	...	...	...	10	10	100	9
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17	17	400	...	...	...	...	...	...	10
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	7	100	...	...	...	17	6	35	11
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	1	50	3	2	67	12
...	...	...	15	15	100	9	2	22	24	22	92	27	27	100	78	77	99	4	1	25	58	31	53	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13
...	...	...	15	15	100	34	12	35	24	22	92	35	28	80	146	142	97	4	1	25	66	31	47	

TABLE III.—EUROPEAN SCHOOLS: STATISTICS FOR 1888-89.

Statement showing the position of Schools as tested by the examination of the Inspector.

Serial number.	Name of school.	Elementary subjects.						Class subjects.			Special subjects.			Serial number.
		Number examined	Passed: A In all subjects.	Passed: B In two subjects.	Passed: Total.	Percentage: A To number of examinees.	Percentage: Total to number of examinees.	Number examined.	Number passed.	Percentage of passes	Number examined.	Number passed.	Percentage of passes.	
	BOYS.													
	High Schools.													
1	St George's College, Mussoorce	121	83	29	112	69	93	345	244	71	95	77	81	1
2	St. Fidelis' School, Mussooree	111	69	37	106	62	95	268	217	81	105	63	60	2
3	Diocesan Boys' School, Naini Tal...	159	126	27	153	79	96	452	270	60	96	88	92	3
4	Boys' School, Stoneleigh, Naini Tal	28	9	10	19	32	68	71	37	52	3	3	100	4
5	St. Peter's College, Agra	31	17	12	29	55	94	88	65	74	13	7	54	5
6	St. Paul's Orphanage, Agra	56	27	22	49	48	88	131	99	76	16	9	56	6
7	Boys' High School, Allahabad	71	36	22	58	51	82	220	150	68	10	...	...	7
8	Memorial School, Cawnpore	42	12	17	29	29	69	114	34	29	5	2	40	8
	Total ...	**619**	**379**	**176**	**555**	**61**	**90**	**1,689**	**1,116**	**66**	**343**	**249**	**73**	
	Middle Schools.													
9	North-Western Railway School, Mussooree	30	15	14	29	50	97	68	43	63	5	2	40	9
10	Cantonment School, Agra	67	23	23	46	34	69	165	75	45	11	...	...	10
11	St. Joseph's Collegiate School, Allahabad	49	23	19	42	47	86	115	75	65	19	12	63	11
12	Seminary School, Cawnpore	32	12	15	27	38	84	83	58	70	7	5	71	12
13	East Indian Railway School, Gháziabad	13	12	...	12	92	92	33	19	58	...	...	...	13
14	St. John's School (for Boys), Meerut	11	4	5	9	36	82	26	4	15	...	...	...	14
	Total ...	**202**	**89**	**76**	**165**	**44**	**82**	**490**	**274**	**56**	**42**	**19**	**45**	
	Primary Schools.													
15	Station School, Moradabad	9	5	4	9	56	100	21	21	100	...	...	...	15
16	East Indian Railway School, Tundla	10	8	2	10	80	100	18	13	72	...	...	...	16
17	All Saints District School, Allahabad	45	38	7	45	84	100	94	91	97	...	...	...	17
18	City Free School, Allahabad	57	28	21	49	49	86	124	86	69	...	...	...	18
19	European School, Katra, Allahabad	11	9	...	9	82	82	26	21	81	..	...	...	19
20	East Indian Railway School, Mughal Sarai	5	4	1	5	80	100	12	12	100	...	..	...	20
21	Station School, Gházipur	11	10	1	11	91	100	30	29	97	...	...	...	21
22	North-Western Railway School, Saháranpur	25	10	11	21	40	84	61	29	48	1	...	...	22
23	East Indian Railway School, Aligarh	3	3	...	3	100	100	3	3	100	...	...	...	23
24	East Indian Railway School, Cawnpore	14	10	4	14	71	100	28	19	68	...	...	...	24
25	Ordnance Factory School, Cawnpore	12	5	4	9	42	75	27	16	59	...	...	...	25
26	Station School, Fatehgarh	10	9	1	10	90	100	21	20	95	...	...	...	26
27	Christ Church School (mixed), Lucknow	14	11	2	13	79	93	24	12	50	...	...	...	27
	Total ...	**226**	**150**	**58**	**208**	**66**	**92**	**489**	**372**	**76**	**1**	...	...	
	GRAND TOTAL ...	**1,047**	**618**	**310**	**928**	**59**	**89**	**2,568**	**1,762**	**66**	**386**	**268**	**69**	

TABLE III.—EUROPEAN SCHOOLS, STATISTICS FOR 1888-89—(*concluded*).

Statement showing the position of Schools as tested by the examination of the Inspector.

Serial number.	Name of School.	Elementary subjects.						Class subjects.			Special subjects.			Serial number.
		Number examined.	Passed.			Percentage.		Number examined.	Number passed.	Percentage of passes.	Number examined.	Number passed.	Percentage of passes.	
			A In all subjects.	B In two subjects.	Total.	A To number of examinees.	Total to number of examinees.							
	GIRLS.													
	High Schools.													
1	Woodstock Girls' School, Landour	104	36	56	92	35	88	355	225	63	27	24	89	1
2	Girls' High School, Allahabad	125	74	42	116	59	93	409	345	84	59	49	83	2
3	Girls' Boarding School, Cawnpore	36	9	24	33	25	92	118	93	79	23	3	13	3
	Total ...	265	119	122	241	45	91	882	663	75	109	76	70	
	Middle Schools.													
4	Diocesan Girls' School, Naini Tal	84	50	32	82	60	98	275	229	83	72	57	79	4
5	Girls' School, Wellesley, Naini Tal	60	33	23	56	55	93	197	139	71	46	35	76	5
6	St. Marys' Convent School, Naini Tal	73	33	34	67	45	92	246	191	78	17	17	100	6
7	St. Patrick's Orphanage, Agra	66	64	2	66	97	100	211	185	88	...	...	...	7
8	Canning Girls' School, Agra	25	23	2	25	92	100	80	63	79	...	...	...	8
9	St. Mary's Convent School, Allahabad	41	34	7	41	83	100	132	117	89	19	18	95	9
10	La Martiniére Girls' School, Lucknow	60	38	21	59	63	98	195	170	87	17	17	100	10
11	Loretto Convent School, Lucknow	57	32	19	51	56	89	173	156	90	24	13	54	11
12	St. John's School (for Girls), Meerut	8	7	1	8	88	100	24	16	67	5	3	60	12
	Total ...	474	314	141	455	66	96	1,533	1,266	83	200	160	80	
	Primary School.													
13	Catholic Girls' School, Allahabad	22	11	10	21	50	95	58	44	76	...	...	...	13
	GRAND TOTAL ...	761	144	273	717	58	94	2,473	1,973	80	309	236	76	

TABLE IV.—EUROPEAN SCHOOLS: STATISTICS FOR 1888-89.

Statement showing the previous and revised grants in European Schools.

Serial number.	Name of School.	Previous grant, including special grants.	Incidence per scholar on average daily attendance.	Grant allowed, *i. e.*, grant passed by this office, including grant for final standard examination.	Incidence per scholar on average daily attendance.	Scholars in average daily attendance.	Serial number.
	BOYS.	Rs.		Rs.			
	High Schools.						
1	St. George's College, Mussooree	4,526	30·8	5,711	38·9	147	1
2	St. Fidelis' School, Mussooree	4,836	29·9	4,580	28·3	162	2
3	Diocesan Boys' School, Naini Tal	5,898	36·6	6,712	41·7	161	3
4	Boys' School, Stoneleigh, Naini Tal	990	39·6	1,250	50·0	25	4
5	St. Peter's College, Agra	2,400	43·6	2,477	45·0	55	5
6	St. Paul's Orphanage, Agra	2,700	39·7	3,050	44·9	68	6
7	Boys' High School, Allahabad...	3,307	50·9	2,168	33·4	65	7
8	Memorial School, Cawnpore	1,242	26·4	1,008	21·4	47	8
	Total ...	25,899	35·5	26,956	36·9	730	
	Middle Schools.						
9	North-Western Railway School, Mussooree	1,221	39·4	889	28·7	31	9
10	Cantonment School, Agra	1,987	21·8	1,813	19·9	91	10
11	St. Joseph's Collegiate School, Allahabad	1,728	27·9	1,584	25·5	62	11
12	Seminary School, Cawnpore	585	17·2	919	27·0	34	12
13	East Indian Railway School, Ghaziabad	539	24·5	627	28·5	22	13
14	St. John's School (for Boys), Meerut	913	41·5	451	20·5	22	14
	Total ...	6,973	26·6	6,233	24·0	262	
	Primary Schools.						
15	Station School, Moradabad	367	24·5	418	27·9	15	15
16	East Indian Railway School, Tundla	639	27·8	581	25·3	23	16
17	All Saints District School, Allahabad	1,812	23·5	2,169	28·2	77	17
18	City Free School, Allahabad	2,105	26·0	1,843	22·8	81	18
19	European School, Katra, Allahabad	557	26·5	518	24·7	21	19
20	East Indian Railway School, Mughal Sarai	377	29·0	332	25·5	13	20
21	Station School, Ghazipur	489	40·8	408	34·0	12	21
22	North-Western Railway School, Sahâranpur	671	23·1	734	25·3	29	22
23	East Indian Railway School, Aligarh	280	23·3	241	20·8	12	23
24	East Indian Railway School, Cawnpore	994	43·2	631	27·4	23	24
25	Ordnance Factory School, Cawnpore	634	42·3	367	24·5	15	25
26	Station School, Fatehgarh	634	42·3	476	31·7	15	26
27	Christ Church School (mixed), Lucknow	532	33·3	355	22·2	16	27
	Total ...	10,091	28·7	9,073	25·8	352	
	GRAND TOTAL ...	42,963	32·0	42,312	31·5	1 344	

TABLE IV.—EUROPEAN SCHOOLS: STATISTICS FOR 1888-89—*(concluded)*.

Statement showing the previous and revised grants in European Schools.

Serial number.	Name of school.	Previous grant, including special grants.	Incidence per scholar on average daily attendance.	Grant allowed, *i.e.*, grant passed by this office, including grant for final standard examination.	Incidence per scholar on average daily attendance.	Scholars in average daily attendance.	Serial number.
	GIRLS.						
	High Schools.	Rs.		Rs.			
1	Woodstock Girls' School, Landour	2,207	21·4	2,554	24·8	103	1
2	Girls' High School, Allahabad	5,497	36·9	5,657	38·0	149	2
3	Girls' Boarding School, Cawnpore	2,029	36·9	1,732	31·5	55	3
	Total ...	9,733	31·7	9,943	32·4	307	
	Middle Schools.						
4	Diocesan Girls' School, Naini Tal	3,380	40·2	3,623	43·1	84	4
5	Girls School, Wellesley, Naini Tal	2,033	32·3	2,994	47·5	63	5
6	St. Mary's Convent School, Naini Tal	...	...	2,984	37·3	80	6
7	St. Patrick's Orphanage, Agra	3,132	31·0	3,462	34·3	101	7
8	Canning Girls' School, Agra	1,053	32·9	1,114	34·8	32	8
9	St. Mary's Convent School, Allahabad	2,112	34·6	1,937	31·8	61	9
10	La Martinière Girls' School, Lucknow	2,229	35·4	2,419	38·4	63	10
11	Loretto Convent School, Lucknow	1,627	23·2	1,675	23·9	70	11
12	St. John's School (for Girls) Meerut	442	49·1	276	30·7	9	12
	Total ...	16,108	28·4	20,484	36·4	563	
	Primary School.						
13	Catholic Girls' School, Allahabad	971	19·4	1,229	24·6	50	13
	Grand Total ...	26,712	29·0	31,656	34·4	920	

TABLE V.—EUROPEAN SCHOOLS.

Statement showing result of Final Standard Examination held in December, 1888, under the Code of Regulations for European Schools.

Number.	Name of school.	Number of candidates.	Number who passed. In all 5 compulsory subjects.	In 4 compulsory subjects.	In 3 compulsory subjects.	Number who failed.	Number of optional subjects in which those who qualified in compulsory subjects passed.	Total grant earned.
	High Schools for Boys.							Rs.
1	St. George's College, Mussooree	7	2	2	2	1	...	720
2	St. Fidelis' School, Mussooree	3	1	...	1	1	...	240
3	Diocesan Boys' School, Naini Tal	14	7	1	3	3	6 Passes in History ... ... 5 ditto Drawing	1,755
4	St. Peter's College, Agra	3	2	1	...	...	2 Passes in Physics ... ... 1 Pass in History	515
5	St. Paul's Orphanage, Agra	2	1	1	...	...	2 Passes in Physics ... ... 1 Pass in History	355
6	Boys' High School, Allahabad	3	...	...	1	2	...	80
	Total ...	32	13	5	7	7	8 Passes in History ... ... 5 ditto Drawing ... ... 4 ditto Physics	3,665
	High Schools for Girls.							
7	Girls' High School, Allahabad	6	3	1	2	...	...	760
8	Girls' Boarding School, Cawnpore	1	1	...	...	...	...	160
	Total ...	7	4	1	2	...	...	920
	Middle Schools for Girls.							
9	Diocesan Girls' School, Naini Tal	4	2	...	...	2	1 Pass in Music	345
10	Girls School, Wellesley, Naini Tal	3	1	2	...	...	1 ditto Drawing ... ... 1 ditto Music	450
	Total ...	7	3	2	...	2	2 Passes in Music ... ... 1 Pass in Drawing	795
	Private Candidates	1	1	...	...	...	1 Pass in Physics	...
	Grand Total ...	47	21	8	9	9	8 Passes in History ... ... 6 ditto Drawing ... ... 5 ditto Physics ... ... 2 ditto Music	5,380

APPENDIX No. XVI.

Circular No. 22 of 1889.

CODE FOR NORMAL SCHOOLS, N.-W. P. AND OUDH.

ADMISSION OF STUDENTS TO NORMAL SCHOOLS.

From—E. WHITE, ESQ., *Director of Public Instruction, N.-W. Provinces and Oudh,*

To—Inspectors of Schools, N.-W. Provinces and Oudh.

Dated Allahabad, the 29th April, 1889.

SIR,—I forward herewith a set of rules regarding the admission of candidates into the Normal Schools. They will supersede all previous rules on the subject, and will come into force from the date of issue.

Spare copies of the rules for the use of your Assistant and Deputy Inspectors of Schools, and for the Normal Schools, are sent separately.

Rules for the admission of Students into the Normal Schools, North-Western Provinces and Oudh.

1. The Circle Normal School is established for the training of teachers for the public elementary and public secondary schools, in which instruction is given in the vernacular.

2. The Circle Inspector will select candidates for admission to the school under the following rules.

3. The Circle Inspector may admit any person to be trained in the school without a stipend, provided such person possesses the requisite preliminary qualifications, and the Inspector is satisfied he intends adopting teaching as a profession, and does not intend merely to obtain a certificate qualifying for public service. Such a student will be termed a *self-supporting student.*

4. The rate of each stipend allowed to Normal School students will be fixed by the Circle Inspector of Schools subject to the approval of the Director of Public Instruction. Every student accepting a stipend shall execute an agreement under the provisions of Director of Public Instruction Circular No. 31 of 1888. The period for which these stipends are to be allowed will be fixed hereafter.

5. The Inspector will, from time to time, select from the districts of his circles men for training in the Normal School to whom stipends will be allowed during their continuance therein :—

(a) If there is any uncertificated teacher or assistant teacher still employed in any of the above schools owing to the deficiency of persons duly qualified, under Director of Public Instruction Circular No. 17 of 1886, the Inspector will give preference to such uncertificated teacher in making his selection of stipendiary students, provided he is of opinion that the said teacher is of such age, physical qualifications and intelligence as renders it probable he will be able to pass the final examinations of the school after the prescribed period of study. As a rule, no teachers over the apparent age of 30 may be admitted to the school.

(b) In the second degree preference shall be given to *Monitors* who have shown aptitude for tuitional work, and who have acted at least one year as Monitors.

[*N.B.*—No Monitors are eligible for selection to receive Normal School stipends unless they have passed the Upper Primary Examination, and other things equal, a preference should be given to those who have passed the said examination in both forms of the vernacular.]

(c) If no persons among the above two classes are found eligible for the stipends, persons who have passed the Middle School Examination will be selected.

6. In making the selections under the last rule, the Inspector will carefully consider the fitness of the men, and will endeavour to procure men who are residents of villages rather than men from the towns for training for the teachership in the *village* schools.

7. The Circle Inspector will avail himself of such assistance as he may need from his Assistants and Deputy Inspectors of Schools and from the Head Master of the Normal School in carrying out these rules.

8. Should the Inspector find that any candidate selected by him does not possess the necessary physical and mental qualifications, he may cancel the nomination at any time, and the student whose nomination has been thus cancelled will not be called upon to refund any stipend previously drawn.

N.B.—This rule does not apply to the case of a candidate expelled from the school for any fault

APPENDIX No. XVI—*(continued).*

Circular No. 26 of 1889.

THE NORMAL SCHOOL COURSE AND THE QUALIFICATIONS OF TEACHERS.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

NORTH-WESTERN PROVINCES AND OUDH.

Dated Allahabad, the 9th May, 1889.

THE annexed rules, issued in continuation of those under Circular 22 of 1889, regarding the admission of students to Normal Schools, complete the set of rules dealing with the training of certificated teachers for vernacular schools, both secondary and primary. They form the departmental supplement to the orders regarding the qualifications required from teachers in vernacular schools issued under Notification of Government No. $\frac{1107}{X-10}$ of 6th March, 1886, section ii (2)—(5).

The Inspector is required to maintain a register of candidates duly qualified under these rules for teacherships in the Vernacular Schools, a copy of which the Deputy Inspector is required to lay before the District Board whenever a vacancy has to be filled up in a school under the Board. If certificated candidates cannot be procured in sufficient numbers, Inspectors are authorized to enter in the register of approved candidates uncertificated men on the condition that, if they receive appointments, they will be required to pass the normal school examination at one of the next two annual examinations following their appointment. In no case will the appointment of an unqualified candidate be sanctioned by this office, as required by the above Government Notification, unless he has been entered in the register of candidates as above. An unqualified candidate will not be admitted as teacher in a *newly* opened school, as a new school should in no case be established until a duly qualified teacher can be procured to take charge of it.

The present circular and rules, together with those issued under Circular No. 22 of 1889, supersede this office Circular No. 17 of 1886 and the rules issued with it.

DEPARTMENT OF PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES AND OUDH.

Rules for the training and qualifications of Teachers in Vernacular Schools, Secondary and Primary.

I.—THE COURSE OF INSTRUCTION FOR NORMAL SCHOOL STUDENTS.

1. THE Normal School students are divided into two divisions, *(a)* those studying for the lower grade certificate, and *(b)* those studying for the upper grade certificate :—

(a) The course of instruction for the *lower* grade certificate is given in the annexed statement A. It represents a two years' course of study. The Circle Inspector will divide the course into two annual portions, the first portion of which with reference to Rule 18 must be, as far as possible, complete in itself.

(b) The course of instruction for the *upper* grade certificate is given in the annexed statement B. It represents a two years' course of study.

2. Only persons who have passed the middle examination in either branch, the lower grade examination under these rules, or some higher examination, and who are to be trained for the office of Principal or Assistant Teacher in the secondary department of a vernacular school are admissible to the upper grade course.

3. Students in each course are required to pass in both branches of the vernacular. But students who are being trained for teacherships in which the work is wholly or principally in Hindi will be registered as *Hindi students,* with Hindi as their first language, and their study of the Urdu course will be subordinate. Similarly in the case of students to be trained for schools in which Urdu is the principal character used, their study of the Hindi course will be subordinate, and their first language will be Urdu.

4. The course of instruction is under the supervision of the Circle Inspector. That officer is authorized to *add* any special subject to the course which the peculiarity of his circle renders necessary. He may adopt any other text-books equivalent to those mentioned in the annexed statements, except in the case of those books which have been especially prescribed for use in the Provincial Vernacular Schools under the order of the Director of Public Instruction.

5. A fresh set of students will be admitted into the Normal School each year, so that the first and second year classes of each course will be carried on simultaneously.

6. Students who have not made sufficient progress at the end of the first year will not be retained in the school and will be liable to refund the stipend already drawn.

Those students who pass in all subjects in the first year examination of either grade will receive during the second year an addition to their stipends of one rupee per mensem.

II.—THE ANNUAL NORMAL SCHOOL EXAMINATIONS.

7. The annual examination of Normal School students will be held 15 days before the *Dasahra;* and the annual session will begin 15 days after the close of the *Dasahra.* The first examination under these rules will be held 15 days before the *Dasahra* of 1890.

8. Teachers in schools approved by the Circle Inspector may, with the special sanction of that officer, be admitted to the examination of either grade without having attended the normal school classes, and will be entitled to certificates on the same terms as the students. The examination fee payable by such candidates will be one rupee.

9. The examination for each circle will be conducted by a Board of Examiners to be nominated by the Inspector from among the Departmental Officers, provided two or more Circle Inspectors may, if convenient, combine to conduct the examination of the students under the same Board.

10. The three Circle Inspectors, each accompanied, if he desires, by one of his assistants, will arrange from time to time in conference the general scheme of examination in each of the courses, the number of papers to be set on each subject, the number of marks to be allotted to each paper, the minimum to be required for qualifying in each subject and in the whole, and the mode in which the oral examination will be conducted. They will also decide what details of the examination shall be entered on the certificates issued under these rules.

11. The results of each annual examination first year as well as final must be notified to each Deputy Inspector for his district at least one week before the new session commences.

12. A Normal School student who fails at the final examination may, with the permission of the Circle Inspector, continue in the school as a self-supporting student. In exceptional cases the Circle Inspector may allow stipends to such students.

13. A student who has completed his two-years' course at the Normal School, but failed, may be admitted to any future annual examination on payment of the examination fee. If the student failed in not less than one-half the subjects, he will be examined only in those subjects in which he failed, provided he appears within two years. A student who failed in more than one-half the subjects will be re-examined in all subjects.

III.—THE QUALIFICATIONS OF TEACHERS AND ISSUE OF CERTIFICATES.

14. A candidate who passes the upper grade examination will receive a *provisional* certificate of the upper grade in the form I annexed. This certificate qualifies him to be an assistant teacher in a secondary school, or, if he has passed his twentieth year, to be a principal teacher in a primary school. After he has served with credit for two years, he will receive a permanent upper grade certificate in the form 2 annexed. This permanent certificate qualifies him to be principal teacher in a secondary school, provided he has attained his twenty-second year.

Note.—A year's service with credit implies one year's service as a teacher in a school under the inspection of this department with a favourable report at the end of the year by the Inspecting officer. If the Inspecting officer is the Deputy Inspector of Schools, this report must be countersigned by the Assistant Inspector of Schools.

15. A candidate who passes the Normal School examination in the *lower grade* will receive a *provisional* certificate of the lower grade in the form 3 annexed. This provisional certificate qualifies him to be an assistant teacher in a primary school or in the primary department of a secondary school, or, if no duly qualified person is available, to be principal teacher in a primary school. After he has served with credit for two years, he will receive a permanent second grade certificate in the form 4 annexed. This permanent certificate qualifies him to be principal teacher in a primary school, provided he has attained his twentieth year.

16. If a candidate who passes the Normal School examination in either grade, has already gone through a period of two years' practical training as a teacher in an approved school, he may, at the discretion of the Inspector, receive his permanent certificate at once without further training. The Inspector may also reduce the period of two years' practical training required under rules 14 and 15 above by any period of service with credit which the teacher has completed before passing the examination.

17. The Circle Inspector may, in exceptional circumstances, grant an exemption certificate in form 6 to any person not entitled to a certificate under these rules,

provided such person, in the opinion of the Inspector, possesses attainments such as he would have acquired in the Normal School, and has given practical proof of his efficiency as a teacher. Every such case must be reported to the Director of Public Instruction.

18. If the demand for the services of village teachers is very pressing, the Circle Inspector may grant a *first year* provisional certificate to a student passes the first year examination of the lower grade course, on the condition of his passing the final standard of the course at the end of two years. If he fails to pass the examination, he will be replaced by a certificated man, but will remain eligible for the office of assistant teacher in a primary department. Provided that the Inspector may grant him an exemption certificate under rule 17 for exceptionally good work.

Rules 15 and 16 apply to the holders of these certificates.

19. The Inspector may cancel a certificate issued under these rules if the knowledge of the certificate holder has deteriorated to such a degree as to disqualify him from holding it.

STATEMENT A.

Course of Instruction for the Lower Grade Certificate.

I.—Language.

All Normal School students, whether training primarily for teacherships in Urdu or Hindi, are required to pass a course both in Urdu and Hindi as follows :—

Urdu Students.

Persian.—Ram Kishan's graduated series of Persian Readers Nos. I to IV; Ram Kishan's 1st and 2nd Persian Grammars.

Urdu.—" Kaghazát-i-kár-rawái," Rája Shiva Prasad's History of India, Parts I and II, or any other Historical Reader prescribed for use in the Primary Schools of the circle.

Nagri.—Standard of the third class in Primary Schools and the following " Bhoj Prabandh Sár," " Ramáyan Balkand," " Shabda Prakashika" (Grammar).

Hindi Students.

Nagri.—" Hitopadesha" on Friendship and Enmity, " Beohár Patra Sangraha," " Utarakand Ramáyan," " Bhasha Tatwa Dipika" (Grammar), Rája Shiva Prasad's History of India (Parts I and II), or any other Historical Reader prescribed for use in the primary schools of the circle.

Urdu.—The standard of the third class in Primary Schools and the following " Rasala-i-Nasr-o-Nazm," " Kawaid Urdu," Part IV.

II.—Roman Hindustani.

The student is required to be able to read with facility a passage from a book of Urdu printed in the Roman character, to read clearly written script and to write a legible petition to the Collector on any prescribed subject in the same character, and to work out a few examples in the four simple rules of Arithmetic. Special marks will be given for handwriting.

III.—Elementary Mathematics.

(1) *Arithmetic.*—The whole course as laid down for the middle examination.

(2) *Mental Arithmetic.*—The course in this subject is that given in the revised edition of Thakur Chandi Singh's Arithmetic, prepared under departmental authority.

(3) *Mensuration*—Of plane surfaces, as given in Munshi Ram Ratan Lal's Mensuration, or any book of a similar scope.

IV.—Rent and Revenue Law.

The text-book on the subject is that prescribed for use in the village schools of the division, with such explanations and amplifications as may be needed. A practical acquaintance with the field map (shajra) and the field book (khasra) and the other principal records maintained by the patwári is also required.

V.—Sanitation.

The " Way to Health" and the middle class text-book on the subject, together with Dr. Bonavia's " Domestic Medicine for Villagers," or any other suitable book of the same scope.

VI.—History.

Raja Shiva Prasad's History of India, Parts I and II, or any other text-book used as a history reader in the village schools.

VII.—Geography.

The first and second books of Indian Geography for Indian Schools, by Mr. S. A. Hill. A general knowledge is required of the map of the world and of the same as

shown on the globe, and a detailed knowledge of the map of India, and especially of the province. Map drawing.

VIII.—SURVEYING.

Field-measuring with chain and plane table.

IX.—THEORY AND PRACTICE OF TEACHING.

(1) The regulations for Vernacular Primary Schools in North-Western Provinces and the similar regulations for Oudh, in so far as they concern the teacher of a public vernacular school, especially the rules for maintaining the admission and attendance registers, fee accounts and the log book, and the preparation of time-tables and the teaching of classes in accordance with them.

(2) The Teacher's Manual, as selected by the Circle Inspector.

(3) The art of teaching a class in any of the text-books. The student will be required to teach his own class in different subjects before the Head Master.

(4) The art of teaching Geography by the map alone without a text-book.

X.—PHYSICAL EXERCISES.

(1) Drill according to the book "School Drill."

(2) Physical exercises according to native methods.

STATEMENT B.

COURSE OF INSTRUCTION FOR THE UPPER GRADE CERTIFICATE.

I.—LANGUAGE.

(*a*) FOR URDU STUDENTS.—*Persian.*—Guldasta-i-Dánish, by Maulvi Mohi-ud-din. Talim-ul-Akhlaq, by Munshi Janki Prasad. Persian Grammar, by Rája Shiva Prasad.

Urdu.—Zaruriat-i-Hind; Zurur-i-Sultani and the Urdu middle course.
Sarf-o-Naho, by Rája Shiva Prasad.

Nágri.—Nágri middle course.
Hindi Vyakaran, by Rája Shiva Prasad.

(*b*) FOR HINDI STUDENTS.—*Sanskrit.*—Rijupat, Part I, Upakramanika (Grammar).

Nagri.—Kumar Sambhava (Nágri Version), by Lala Sita Ram.
Veni Shrangar Natak.
Hindi middle course.
Hindi Vyakaran, by Raja Shiva Prasad.
Kabi-kul-kalpataru.

Urdu.—Middle class course.
Sarf-o-Naho, by Rája Shiva Prasad.

II.—ROMAN HINDUSTANI.

As in the lower grade course.

III.—ELEMENTARY MATHEMATICS.

(1) *Arithmetic.*—All the main rules.

(2) *Mensuration.*—All the main rules relating to the mensuration of plane surfaces.

(3) *Geometry.*—Four books of Euclid with simple deductions.

(4) *Algebra.*—Up to simultaneous equations and proportion.

IV.—RENT AND REVENUE LAW.

As in the lower grade course.

V.—SANITATION.

As in the lower grade course. Also Biology, as in the text-book by Pandit Lakshmi Sankar Misra, or any similar book. A set of wall maps illustrating this subject must be provided for each school.

VI.—HISTORY.

Hunter's Brief History of the Indian People, or any other text-book prescribed for the Middle Examination. Rája Shiva Prasad's History of India, Parts I and II.

VII.—GEOGRAPHY.

As in the lower grade course, with the addition of the middle Geography and the Teacher's Manual of Geography, by Mr. S. A. Hill, when published. Physical Geography, by Lala Sita Ram, or a similar book.

VIII.—Surveying.

As in the lower grade course.

IX.—Physical Science, including the elementary properties of matter, and heat, light, electricity and magnetism.

As in the text-book by Pandit Lakshmi Sankar Misra, or any other similar book. To teach this subject the apparatus in the annexed list will be required.

APPARATUS REQUIRED FOR TEACHING PHYSICAL SCIENCE *

Stockhardt's third set of chemical apparatus (including a balance and a set of hydrometers)
Thermometer 8-inch scale, No 866T
Ditto No. 877C.
Gravisande's ball and ring, No 1101A.
Concave and convex reflectors on stands, No 1136.
Set of six lenses in box, No 1139.
Student's Microscope, No 616C.
Kaleidoscope, brass case, No. 1149B.
Common prism, No. 1159.
Electric Machine, 12-inch plate, No 1187.
Leyden Jar, quart size, No. 1251.
Smee's Battery, 6 cells in frame, No. 1305.
Simple galvanometer, No 1377.
Electromagnet, ¾ inch core, No. 1386
Horseshoe magnet, 6 inch high, No. 1389.
Magnetized needle on stand, No 1398.
Set of models of mechanical powers, No 1525.
Set of branching tubes for water level, No. 1067.
Apparatus to show upward pressure, No. 1067A.
Model of house pump, No. 1077A.
Model of force pump No 1079A.
Model barometer, No. 1089A
12 yards medium size copper wire.
12 yards ½ inch tubing, India rubber.
To these should be added the following chemicals :—

Sulphuric acid, common	Costing altogether about Rs.
Hydrochloric acid, common	
Zinc, sheet or clippings	
Black oxide of manganese	
Chlorate of potash	
Quick lime	
Sal ammoniac	
Methylated spirit	

X.—Theory and Practice of Teaching.

As in the lower grade course.

XI.—Physical Exercises.

As in the lower grade course.

(FORM 1.)

DEPARTMENT OF PUBLIC INSTRUCTION, N.-W. P. AND OUDH.

Provisional Certificate, Upper Grade.

The person named on the margin has passed through the course of instruction, prescribed for students of the upper grade at the _____ Normal School, and is now, under Rule of Department, Public Instruction Circular No. 26 of 1889, required to work with credit for ——— years as assistant teacher in a secondary school or Principal teacher in a Primary school. His first language was _____.

Name of certificate-holder _____
Age on date of issue _____
Father's name (Note.—Caste, if Hindu) _____
Residence _____
Date of examination as below :—

Details of Examination.

These details will be entered as determined under Rule 10.

This certificate must be presented to the Inspecting officer at each annual inspection of the school, to be endorsed by him with his opinion of the work done by the candidate.

This certificate will be filed in the office of the Circle Inspector when the permanent certificate under Rule 14 is issued.

(Signed) _____,

Inspector of Schools,

_____ *Circle.*

Dated _____ 18

* The numbers refer to Townson and Mercer's price list.

(FORM 2.)

DEPARTMENT OF PUBLIC INSTRUCTION, N.-W. P. AND OUDH.

NORMAL SCHOOL CERTIFICATE, UPPER GRADE.

IT is hereby certified that the person named on the margin has complied with the conditions for the training of teachers of secondary schools laid down under Department, Public Instruction, Circular No. 26 of 1889, and is qualified under these rules to hold the office of principal teacher in a vernacular secondary school.

Name of certificate-holder————————
Age on date of issue————————
Father's name (Note.—Caste, if Hindu)————————
Residence————————
Date of examination as below :—

DETAILS OF EXAMINATION.

These details will be entered as determined under Rule 10.

At the final examination he obtained the marks in each subject specified on the margin. His first language was————————.

(Signed)————————,

Inspector of Schools,

————*Circle.*

Dated————————18

(FORM 3.)

DEPARTMENT OF PUBLIC INSTRUCTION, N.-W. P. AND OUDH.

PROVISIONAL CERTIFICATE, LOWER GRADE.

THE person named on the margin has passed through the course of instruction prescribed for students of the lower grade at the————Normal School, and is now, under Rule————of rules issued under Department, Public Instruction, Circular No. 26 of 1889, required to work with credit for————years as assistant teacher in the primary department of a school, in order to qualify for the office of principal teacher in a Primary School. His first language was————————.

Name of certificate-holder————————
Age on date of issue————————
Father's name (Note.—Caste, if Hindu)————————
Residence————————
Date of examination as below :—

DETAILS OF EXAMINATION.

The details will be entered as determined under Rule 10.

This certificate must be presented to the Inspecting officer at each annual inspection of the school, to be endorsed by him with his opinion of the work done by the candidate.

This certificate will be filed in the office of the Circle Inspector when the permanent certificate under Rule 15 is issued.

(Signed)————————,

Inspector of Schools,

————*Circle.*

Dated————————18

(FORM 4.)

DEPARTMENT OF PUBLIC INSTRUCTION, N.-W. P. AND OUDH.

NORMAL SCHOOL CERTIFICATE, LOWER GRADE.

IT is hereby certified that the person named on the margin has complied with the conditions for the training of teachers of primary schools, laid down in the rules issued under Department, Public Instruction, Circular No. 26 of 1889, and is qualified under those rules to hold the office of principal teacher in a Primary School or assistant teacher in the primary department of a secondary school.

Name of certificate-holder————————
Age on date of issue————————
Father's name (Note.—Caste, if Hindu)————————
Residence————————
Date of examination as below :—

DETAILS OF EXAMINATION.

The details will be entered as determined under Rule 10.

At the final examination he obtained the marks in each subject specified on the margin. His first language was————————.

(Signed)————————,

Inspector of Schools,

————*Circle.*

Dated————————18

(FORM 5.)

DEPARTMENT OF PUBLIC INSTRUCTION, N.-W. P. AND OUDH.

FIRST YEAR.—PROVISIONAL CERTIFICATE UNDER RULE 18, DEPARTMENT PUBLIC INSTRUCTION, CIRCULAR No. 26 OF 1889.

Name of certificate holder————————
Age on date of issue————————
Father's name (Note.—Caste, if Hindu)————————
Residence————————
Date of examination as below:—

DETAILS OF FIRST YEAR EXAMINATION.

The details will be entered as determined under rule 10.

THE person named on the margin has passed through the first year of the two years' course of instruction prescribed by the rules issued under Department, Public Instruction, Circular No. 26 of 1889, for students of the lower grade at the Normal School. He is under rule 18 required to pass the final examination of the course, and, under rule 15, to work with credit for————years as assistant teacher in the primary department of a school. His first language was————.

This certificate must be presented to the Inspecting officer at each annual inspection of the school, to be endorsed by him with his opinion of the work done by the candidate.

This certificate will be filed in the office of the Circle Inspector when the permanent certificate under rule 15 is issued.

(Signed)————————,

Inspector of Schools,

————*Circle.*

Dated————————*18*

(FORM 6.)

DEPARTMENT OF PUBLIC INSTRUCTION, N.-W. P. AND OUDH.

EXEMPTION CERTIFICATE UNDER RULE 17 OF THE RULES ISSUED UNDER DEPARTMENT, PUBLIC INSTRUCTION, CIRCULAR No. 26 OF 1889.

Name of certificate holder————————
Age on date of issue————————
Father's name (Note.—Caste, if Hindu)————————
Residence————————

DETAILS OF QUALIFICATIONS.

————
————
————
————

THE person named on the margin is granted this exemption certificate under rule 17 of the rules issued under Department, Public Instruction, Circular No. 26 of 1889, and is entitled to rank as a teacher holding a (permanent or provisional) (upper or lower) grade certificate under those rules. He is qualified to hold the office of————in a————school. His first language is————

(Signed)————————,

Inspector of Schools,

————*Circle.*

Dated————————*18*

GENERAL TABLES Nos. I to VII.

I.—Abstract of number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1888-89.

(For details see General Table III.)

Area and population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of—	Remarks.
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total Area in square miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
106,111	Towns ... 297	Males ... 22,912,556	Institutions. For Males ..	13	4	520	4,321	10	45	4,913	1,922	3,737	10,572	Institutions to No. of towns and villages. 18·03	
	Villages. 105,124	Females, 21,195,313	Institutions. For Females,	1	...	23	333	2	1	360	...	102	462	Institutions to No. of towns and villages. ·44	
	Total...105,421	Total... 44,107,869	Total ...	14	4	543	4,654	12	46	5,273	1,922	3,839	11,034	10·47	
			Scholars. Males ...	1,254	391	54,648	146,445	336	2,391	205,465	18,882	47,106	271,453	Male scholars to male population of school going age. 7·90	
			Scholars. Females ...	2	...	1,769	9,601	4	56	11,432	...	1,504	12,936	Female scholars to female population of school going age. ·41	
			Total ...	1,256	391	56,417	156.046	340	2,447	216,897	18,882	48,610	284,389	4·30	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1888-89.

(For details see General Table IV.)

	Total direct expenditure on Public Instruction.							Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks
	University education.		School education, general.		School education, special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grant for furniture and apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary schools.	Primary schools.	Training Schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males ...	2,36,451	1,50,713	8,99,601	6,18,306	41,725	48,580	19,95,376	20,742	40,198	2,26,592	1,08,653	2,90,654	16,000	66,101	7,68,940	30,01,361	
For Females ...	114	...	1,52,636	82,812	48	1,435	2,37,045										
Total ...	2,36,565	1,50,713	10,52,237	7,01,118	41,773	50 015	22,32,421	20,742	40,198	2,26,592	1,08,653	2,90,654	16,000	66,101	7,68 940	30,01,361	
2.—(a) Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	22·1	25·1	19·8	3·0	...	5·4	75 4	...	7·1	...	5·1	6·2	·0	5·7	24·6	100	
(b) Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·4	...	26·4	40·5	2·9	·1	70·3	...	...	16 5	2 1	8·7	·6	1 8	29·7	100	
(c) Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	8·1	...	50 0	28·5	...	...	86·6	...	...	...	8 3	4·2	·4	·5	13·4	100	
(d) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	7·9	5·0	35 0	23·4	1·4	1·7	74·4	·7	1·3	7·6	3·6	9·7	·5	2·2	25·6	100	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1888-89—(concluded).

(For details see General Table IV.)

	Total direct expenditure on Public Instruction.							Remarks.
	University education.		School education, general.		School education, special.		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.		
1	2	3	4	5	6	7	8	9
3.—Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Departmental institutions ... Cost to Provincial Revenues ...	126 10 10	...	12 2 5	...	...	...	71 14 6	
Total, Cost ...	143 5 0	...	24 1 9	...	...	...	86 4 11	
Local Fund Schools ... ... Cost to Local Funds	119 7 4	...	7 6 7	3 11 11	120 8 0	...	4 12 0	
Total, Cost ...	154 2 8	...	10 11 8	3 13 10	120 8 8	...	5 8 8	
Municipal Schools ... ... Cost to Provincial Revenues ...	...	...	0 3 11	...	...	...	0 1 1	
Municipal Schools ... ... Cost to Municipal Funds ...	...	...	9 9 2	5 6 7	...	...	6 8 6	
Total, Cost ...	...	...	14 3 6	6 9 0	...	...	8 10 0	
Institutions maintained by other Departments. Cost to Provincial Revenues ...	...	753 13 3	...	...	...	14 13 0	76 4 2	
Institutions maintained by other Departments. Cost to Local and Municipal Funds ...	...	...	...	...	...	0 2 5	0 2 3	
Total, Cost ...	...	753 13 3	...	...	...	23 5 6	84 1 3	
Aided Institutions ... ... Cost to Provincial Revenues ...	77 9 7	15 6 9	6 4 5	1 8 6	...	...	5 9 1	
Aided Institutions ... ... Cost to Local and Municipal Funds ...	24 7 0	...	6 7 1	2 13 10	21 6 10	8 10 3	5 4 11	
Total, Cost ...	242 9 7	59 5 6	36 4 8	11 0 2	66 14 3	19 2 7	29 11 10	
Unaided Institutions ... ... Total, Cost ...	406 15 5	58 6 1	10 9 10	5 11 6	...	...	16 2 8	
All Institutions ... ... Cost to Provincial Revenues ...	100 13 10	378 12 5	1 15 3	0 1 9	...	13 15 4	1 15 2	
All Institutions ... ... Cost to Local and Municipal Funds ...	11 4 9	...	7 3 3	3 11 8	112 12 4	0 10 3	4 13 2	
Total, Cost ...	191 1 5	401 14 5	18 5 3	4 7 4	116 5 9	23 1 8	10 3 3	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh for the official year* 1888-89.

Class of Institutions.	Public Institutions.							
	Under Public Management.							
	Maintained by the Department.				Maintained by Local Fund and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION. English	2	245	269	241	1	30	24	20
Oriental	1	473	438	398	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Total ...	3	718	707	639	1	30	24	20
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys ... English	1	650	648	582	48	7,985	7,946	6,692
For Boys ... Vernacular ...	...	...	...	...	361	29,799	30,978	24,910
For Girls ... English	...	...	...	...	...	...	...	...
For Girls ... Vernacular ...	...	...	...	...	1	13	15	13
Total ...	1	650	648	582	410	37,797	38,939	31,615
Primary Schools.								
For Boys	...	...	...	...	4,171	139,857	141,259	109,355
For Girls	...	...	...	...	154	3,502	3,414	2,586
Total ...	...	...	...	...	4,325	143,359	144,673	111,941
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	9	307	327	306
Ditto for Mistresses	...	...	...	...	2	4	4	4
Medical Schools	...	...	...	...	...	...	...	...
Industrial Schools for Males	...	...	...	...	...	...	...	...
Ditto for Females	...	...	...	...	...	...	...	...
Patwáris' Schools	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	11	311	331	310
Total of Colleges and Schools of Public Instruction	4	1,368	1,355	1,221	4,747	181,497	183,967	143,886

GENERAL

Return of Colleges, Schools *and* Scholars *in the North-Western*

Class of Institutions.	Public Institutions—*(concluded)*. Under Public Management. A.—Aided by the Department, Local Fund or Municipal Board or unaided. B.—Maintained by other Departments. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Under Private Management. Aided by the Department or by Local Fund or Municipal Board. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	10	11	12	13	14	15	16	17	18	19	20	21
University Education.												
Arts Colleges.												
English	...	...	...	...	4	373	373	333	(a) 5	51	52	44
Oriental	...	...	...	...	1	84	82	71	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	A2	(b) 96	93	69	1	(c) 98	97	67	...	...	...	...
Engineering	B1	197	185	185	...	...	...	...	...	...	...	...
Total ...	3	293	278	254	6	555	552	471	5	51	52	44
School Education, General.												
Secondary Schools.												
For Boys ... English ...	1	22	25	19	81	13,439	13,386	11,086	5	425	420	312
For Boys ... Vernacular,	...	...	...	...	16	1,424	1,381	1,125	7	904	845	647
For Girls ... English ...	...	...	...	...	19	1,328	1,346	1,214	...	...	...	...
For Girls ... Vernacular,	...	...	...	...	3	428	418	375	...	...	...	...
Total ...	1	22	25	19	119	16,619	16,531	13,800	12	1,329	1,265	959
Primary Schools.												
For Boys	7	330	309	251	111	5,104	5,094	3,997	32	1,154	1,190	941
For Girls	...	...	...	...	168	5,927	5,830	4,632	11	172	131	119
Total ...	7	330	309	251	279	11,031	10,924	8,629	43	1,326	1,321	1,060
School Education, Special.												
Schools for Special Instruction.												
Training Schools for Masters,	...	...	...	...	1	29	28	27	...	...	...	...
Ditto for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	B1	197	203	193	...	...	...	...	...	...	...	...
Industrial Schools for Males,	...	...	...	...	1	57	57	52	...	...	...	...
Ditto for Females,	...	...	...	...	1	56	68	63	...	...	...	...
Patwáris' Schools ...	B43	2,137	1,837	1,287	...	...	...	...	...	...	...	...
Total ...	44	2,334	2,040	1,480	3	142	153	142	...	...	...	...
Total of Colleges and Schools of Public Instruction ...	55	2,979	2,652	2,004	407	28,347	28,160	23,042	60	2,706	2,638	2,063

Private Institutions ...	1. Advanced Teaching—	
	(a) Arabic or Persian	
	(b) Sanskrit	
	(c) Any other Oriental Classic	
	2. Elementary Teaching—	
	A Vernacular only or mainly ... ... For Boys ...	
	For Girls ...	
	Total ...	
	GRAND TOTAL ...	

TABLE III—(*concluded*).

Provinces and Oudh for the official year 1888-89.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March	Number of Scholars on the 31st of March learning—			Classification of Scholars on the 31st of March according to Race or Creed.					Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others	
22	23	24	25	26	27*a*	27*b*	27*c*	27*d*	27*e*	28
12	699	699	639	10	10	15	561	113	...	(*a*) Including the College Department for Girls attached to the Girls' High School, Allahabad, attended by two girls.
2	557	52	528	29	...	...	507	50	...	
3	194	194	...	...	1	2	155	35	1	(*b*) Including 24 students of the Arts Department attending law lectures.
1	197	...	...	...	71	1	99	25	1	(*c*) Including 56 students of the Arts Department attending law lectures.
18	1,647	945	1,167	39	82	18	1,322	223	2	
136	22,521	21,951	12,839	10,075	970	900	16,193	4,444	14	
384	32,127	206	3,617	30,749	...	31	24,070	8,006	20	
19	1,328	1,291	161	711	973	318	2	2	3	
4	441	184	148	669	2	415	11	13	...	
543	56,417	23,632	16,765	42,204	1,945	1,694	40,276	12,465	37	
4,321	146,445	4,537	1,751	147,417	357	857	125,104	20,058	69	
333	9,601	440	147	9,773	138	778	5,590	3,088	7	
4,654	156,046	4,977	1,898	157,190	495	1,635	130,694	23,146	76	
10	336	...	45	565	...	29	227	80	...	
2	4	...	...	4	...	...	4	...	...	
1	197	...	...	...	1	41	84	71	..	
1	57	...	...	77	...	57	...	...	...	
1	56	...	...	...	...	56	...	...	...	
43	2,137	...	...	2,137	...	...	2,055	82	...	
58	2,787	...	45	2,783	1	183	2,370	233	...	
5,273	216,897	29,554	19,875	202,216	2,523	3,530	174,662	36,067	115	285 Girls in Boys' Schools. 91 Boys in Girls' Schools.
1,485	14,017	...	14,017	...	...	...	4,138	9,866	13	
395	4,624	...	4,624	...	...	...	4,611	13	...	
42	241	...	241	...	...	...	168	73	...	
3,737	47,106	1,496	17,186	28,898	3	983	30,704	15,404	12	
102	1,501	51	153	1,391	...	94	696	714	...	
5,761	67,492	1,547	36,221	30,288	3	1,077	40,317	26,070	25	6 Girls in Boys' Schools. „ Boys in Girls' Schools
11,034	284,389	31,101	56,096	232,550	2,526	4,607	214,979	62,137	140	291 Total Girls in Boys' Schools. 91 „ Boys in Girls' Schools.

GENERAL

Return of **Expenditure** *on Public Instruction in the North-*

Object of Expenditure.	Public						
	Under Public						
	Maintained by the Department.						
	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. English	76,718	...	...	10,221	...	1,348	88,287
Oriental	12,843	...	...	...	...	191	13,034
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Total ...	89,561	...	...	10,221	...	1,539	1,01,321
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... English ...	7,873	...	...	7,751	...	...	15,624
For Boys ... Vernacular ...	...	...	...	...	...	...	...
For Girls ... English ...	...	...	...	...	...	...	...
For Girls ... Vernacular ...	...	...	...	...	...	...	...
Total ...	7,873	...	...	7,751	...	...	15,624
Primary Schools.							
For Boys	.	...	...	...	...	...	...
For Girls	..	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
Ditto for Mistresses ...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Industrial Schools for Males ...	...	...	...	...	...	...	...
Ditto for Females ...	...	...	...	...	...	...	...
Patwáris' Schools	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	6,068	...	...	...	...	4,581	10,649
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	571	...	...	...	...	48	619
Primary Schools	...	...	...	...	...	...	...
Special Schools other than Training Schools.	...	...	...	...	...	...	...
Buildings	32,114	...	...	...	...	...	32,114
Furniture and Apparatus (Special grants only) ...	200	...	...	...	...	...	200
Miscellaneous	...	...	...	...	...	...	...
Total ...	38,953	...	...	...	...	4,629	43,582
Total Expenditure on Public Instruction ...	1,36,387	...	...	17,972	...	6,168	1,60,527

TABLE IV.

Western Provinces and Oudh for the official year 1888-89.

institutions.

Management.

Maintained by Local Fund and Municipal Boards.							A.—Aided by the Department, by Local Fund or Municipal Board or Unaided. B.—Maintained by other Departments.						
Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	2,867	...	833	...	...	3,700	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	a359	...	...	5,667	...	...	6,026
...	...	...	...	...	...	...	b1,39,458	...	...	...	...	...	1,39,458
...	2,867	...	833	...	...	3,700	1,39,817	...	...	5,667	...	...	1,45,484
360	1,48,228	18,433	77,485	1,211	7,102	2,52,819	...	...	...	a302	...	...	302
...	1,31,637	7,629	27,768	292	1,776	1,69,102	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	440	608	...	...	...	1,048	...	...	...	...	...	...	...
360	2,80,305	26,670	1,05,253	1,503	8,878	4,22,969	...	...	...	302	...	...	302
...	5,15,161	20,898	13,849	1,072	1,066	5,52,046	...	a1,058	491	516	48	120	2,233
...	13,687	4,228	...	...	45	17,960	...	...	...	...	...	...	...
...	5,28,848	25,126	13,849	1,072	1,111	5,70,006	...	1,058	491	516	48	120	2,233
...	39,837	...	...	...	15	39,852	...	...	...	...	...	...	...
...	48	...	...	...	...	48	...	...	...	...	...	...	...
...	...	...	...	...	...	...	b19,148	...	...	...	6,905	...	26,053
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	b11,068	312	...	8,688	607	892	21,567
...	39,885	...	...	...	15	39,900	30,216	312	...	8,688	7,512	892	47,620
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
246	...	456	...	...	352	1,054	...	...	...	...	...	...	...
...	...	...	...	...	...	...	600	...	308	...	...	1,810	2,718
4,481	27,509	3,518	...	...	1,939	37,447	...	...	...	...	...	...	...
...	46	135	...	...	...	181	...	...	...	...	...	...	...
...	...	...	...	...	...	...	13,887	...	3,141	...	835	288	18,151
...	1,14,353	3,997	106	125	...	1,18,581	...	...	...	...	...	...	...
...	7,426	65	318	277	...	8,086	...	...	...	...	...	...	...
...	4,269	200	980	...	...	5,449	...	...	...	...	...	...	...
4,727	1,53,603	8,371	1,404	402	2,291	1,70,798	14,487	...	3,449	...	835	2,098	20,869
5,087	10,05,508	60,167	1,21,339	2,977	12,295	12,07,373	1,84,520	1,370	3,940	15,173	8,395	3,110	2,16,508

GENERAL

Return of **Expenditure** *on Public Instruction in the North-*

Object of expenditure.	Public						
	Under private						
	Aided by the Department or by Local Fund or Municipal Board.						
	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e	5f	5
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. English	32,554	2,927	8,193	11,010	3,214	46,074	1,03,972
Oriental	2,754	...	...	36	...	3,620	6,410
Colleges or Departments of Colleges for Professional Training.							
Law	2,247	...	...	1,623	...	1,359	5,229
Engineering	...	...	...	...	...	...	...
Total ...	37,555	2,927	8,193	12,669	3,214	51,053	1,15,611
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... English ...	72,448	66,532	23,253	1,19,042	25,074	1,27,011	4,33,360
For Boys ... Vernacular ...	1,200	4,752	696	1,788	2,510	4,057	15,003
For Girls ... English ...	30,126	7,215	175	66,521	3,774	30,786	1,38,597
For Girls ... Vernacular ...	...	3,840	...	69	...	9,082	12,991
Total ...	1,03,774	82,339	24,124	1,87,420	31,358	1,70,936	5,99,951
Primary Schools.							
For Boys	9,454	12,833	1,766	8,045	10,304	15,189	57,591
For Girls	7,692	14,377	1,600	2,476	11,635	25,973	63,753
Total ...	17,146	27,210	3,366	10,521	21,939	41,162	1,21,344
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	600	...	...	...	1,273	1,873
Ditto for Mistresses ...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Industrial Schools for Males ...	...	600	...	...	...	360	960
Ditto for Females ...	...	480	...	557	98	300	1,435
Patwáris' Schools	...	...	...	...	...	...	...
Total ...	...	1,680	...	557	98	1,933	4,268
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	3,988	56	284	...	...	10,435	14,763
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	1,395	1,417	528	...	...	16,237	19,577
Primary Schools	...	...	...	...	...	1,455	1,455
Special Schools other than Training Schools.	...	...	...	...	...	...	...
Buildings	3,000	4,737	269	9,696	24,081	98,089	1,39,872
Furniture and Apparatus (Special grants only) ...	...	510	399	2,590	302	3,541	7,342
Miscellaneous	...	305	282	3,748	530	2,070	6,935
Total ...	8,383	7,025	1,762	16,034	24,913	1,31,827	1,89,944
Total Expenditure on Public Instruction ...	1,66,858	1,21,181	37,445	2,27,201	81,522	3,96,911	10,31,118

(a) Including Rs. 5,078, the
(b) Including Rs. 96 from
(c) Of this no details are
(d) Including Rs. 20,733,

TABLE IV—(*concluded*).

Western Provinces and Oudh for the official year 1888-89.

institutions.				Total expenditure from—					
management.									
Unaided.									Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	
6a	6b	6c	6	7a	7b	7c	7d	7e	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,388	1,378	18,396	21,162	1,09,272	5,794	8,193	23,452	70,410	2,17,121
...	...		...	15,597	...	...	36	3,811	19,444
...	...	...	...	2,606	...	...	7,290	1,359	11,255
...	...	...	...	1,39,458	...	...	...	...	1,39,458
1,388	1,378	18,396	21,162	2,66,933	5,794	8,193	30,778	75,580	3,87,278
1,097	2,452	3,255	6,804	80,681	2,14,760	41,686	2,05,677	1,66,105	7,08,909
1,438	644	4,505	6,587	1,200	1,36,389	8,325	30,994	13,784	1,90,692
...	...	...	...	30,126	7,215	175	66,521	34,560	1,38,597
...	...	...	...	...	4,280	608	69	9,082	14,039
2,535	3,096	7,760	13,391	1,12,007	3,62,644	50,794	3,03,261	2,23,531	10,52,237
785	1,999	3,652	6,436	9,454	5,29,052	23,155	23,195	33,450	6,18,306
5	...	1,094	1,099	7,692	28,064	5,828	2,481	38,747	82,812
790	1,999	4,746	7,535	17,146	5,57,116	28,983	25,676	72,197	7,01,118
...	...	...	...	...	40,437	...	...	1,288	41,725
...	...	...	...	...	48	...	...	...	48
...	...	...	...	19,148	...	...	...	6,905	26,053
...	...	...	...	...	600	...	...	360	960
...	...	...	..	..	480	...	557	398	1,435
...	...	...	...	11,068	312	...	8,688	1,499	21,567
...	...	...	...	30,216	41,877	...	9,245	10,450	91,788
..	...	...	...	...	...	...	(a)8,418	12,324	20,742
...	...	...	...	40,198	...	...	...	...	40,198
...	...	...	...	...	2,26,560	...	...	32	2,26,592
...	...	(b)360	360	10,398	56	812	...	15,560	26,826
...	...	...	...	600	...	308	...	1,810	2,718
...	...	507	507	6,447	28,926	4,046	...	18,731	58,150
...	...	1,172	1,172	...	46	195	...	2,627	2,808
...	...	...	...	13,887	...	3,141	...	1,123	18,151
...	...	87	87	35,114	1,19,090	4,266	9,802	1,22,382	2,90,654
...	..	372	372	200	7,936	464	2,908	4,492	16,000
...	...	553	553	(c)32,431	(d)25,307	482	4,728	3,153	66,101
...	...	3,051	3,051	1,39,275	4,07,921	13,654	25,856	1,82,234	7,68,940
4,713	6,473	33,953	45,139	5,65,577	13,75,352	1,01,624	3,94,816	5,63,992	30,01,361

expenditure of the University of Allahabad.
Provincial Funds and Rs. 72 from Municipal Funds.
given.
of which no details are given.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys ...	Departmental ...	English ...	1	650	111	...	111	182	...	182
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ..	36	7,142	840	...	840	2,155	...	2,155
		Vernacular ...	356	29,112	20	...	20	6,715	...	6,715
	Municipal ...	English ...	12	843	4	...	4	155	...	155
		Vernacular ...	5	687	...	...	...	127	...	127
	Aided	English ...	81	13,439	1,037	...	1,037	2,882	...	2,882
		Vernacular ...	16	1,424	81	...	81	264	...	264
	Unaided ...	English ...	6	447	...	...	...	86	...	86
		Vernacular ...	7	904	21	...	21	165	...	165
	Total		520	54 648	2,114	...	2,114	12,731	...	12,731
For Girls ...	Municipal ...	Vernacular ...	1	13	...	...	...	...	13	13
	Aided ...	English ...	19	1,328	...	65	65	...	406	406
		Vernacular ...	3	428	...	4	4	...	24	24
	Total		23	1,769	...	69	69	...	443	443
Total, Secondary Schools ...			543	56,417	2,114	69	2,183	12,731	443	13,174
Primary Schools—										
For Boys ...	Local Fund...		4,077	1,36,241	...	...	...	...	...	...
	Municipal		94	3,616	...	...	...	...	...	...
	Aided		116	5,407	...	...	...	...	...	...
	Unaided		34	1,181	...	...	...	...	...	...
	Total		4,321	146,445	...	...	...	...	...	...
For Girls ...	Local Fund...		133	2,939	...	...	...	...	...	...
	Municipal		21	563	...	...	...	...	...	...
	Aided		168	5,927	...	...	...	...	...	...
	Unaided		11	172	...	...	...	...	...	...
	Total		333	9,601	...	...	...	...	...	...
Total, Primary Schools ...			4,654	156,046	...	...	...	...	...	...
GRAND TOTAL ...			5,197	212,463	2,114	69	2,183	12,731	443	13,174

TABLE V.

Education in the North-Western Provinces and Oudh at the end of the official year 1888-89.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
224	...	224	133	...	133	...	...	...	650	...	650
...	...	...	...	...	...	...	...	...	...	...	...
2,223	...	2,223	1,924	...	1,924	...	...	...	7,142	...	7,142
6,371	...	6,371	14,615	...	14,615	1,391	...	1,391	29,112	...	29,112
200	...	200	484	...	484	...	...	...	843	...	843
171	...	171	331	...	338	58	...	58	687	...	687
2,002	...	2,902	6,340	...	6,340	278	...	278	13,439	...	13,439
289	...	289	624	...	624	166	...	166	1,424	...	1,424
91	...	91	240	...	240	30	...	30	447	...	447
185	...	185	416	...	416	117	...	117	904	...	904
12,656	...	12,656	25,107	...	25,107	2,040	...	2,040	54,648	...	54,648
...	...	...	...	...	...	...	...	...	...	13	13
...	317	317	...	419	419	...	121	121	...	1,328	1,328
...	70	70	...	303	303	...	27	27	...	428	428
...	387	387	...	722	722	...	148	148	...	1,769	1,769
12,656	387	13,043	25,107	722	25,829	2,040	148	2,188	54,648	1,769	56,417
25,325	...	25,325	100,863	...	100,863	10,053	...	10,053	136,241	...	136,241
316	...	316	2,883	...	2,883	417	...	417	3,616	...	3,616
519	...	519	3,935	...	3,935	953	...	953	5,407	...	5,407
168	...	168	819	...	819	194	...	194	1,181	...	1,181
26,328	...	26,328	108,500	...	108,500	11,617	...	11,617	146,445	...	146,445
...	125	125	...	2,271	2,271	...	543	543	...	2,939	2,939
...	49	49	...	510	510	...	4	4	...	563	563
...	452	452	...	4,798	4,798	...	677	677	...	5,927	5,927
...	...	...	...	159	159	...	13	13	...	172	172
...	626	626	...	7,738	7,738	...	1,237	1,237	...	9,601	9,601
26,328	626	26,954	108,500	7,738	116,238	11,617	1,237	12,854	146,445	9,601	156,046
38,984	1,013	39,997	133,607	8,460	142,067	13,657	1,385	15,042	201,093	11,370	212,463

GENERAL

Return showing the **Results of Prescribed Examinations** *in the North-*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	1	...	2	10	6	...	...	16
2. Bachelor of Arts	2	4	...	6	39	59	...	13	111
3. First Arts or Intermediate ...	3	4	5	12	143	148	35	32	358
Colleges for Professional Training.									
1. Bachelor of Law... ...	1	1	1	3	1	2	1	...	4
2. High Court Vakíls ...	2	1	1	4	3	11	4	...	18
3. District Pleaders ...	2	1	1	4	13	1	2	...	16
4. Mukhtárs	...	...	1	1	...	...	1	...	1
Engineering Roorkee College Examinations.									
1. Engineers					11	...	...	...	11
2. Upper Subordinates ...					26	...	...	...	26
3. Lower ditto					21	...	...	...	21
4. College Entrance Examination. Engineer ...	1	...	...	1	40	...	...	...	40
5. College Entrance Examination. Upper Subordinate...					75	..	...	...	75
6. College Entrance Examination. Lower Subordinate...					117	...	...	...	117
Schools of General Education.									
Matriculation ... Boys ...	27	36	11	74	463	496	66	270	1,295
Matriculation ... Girls ...	...	4	...	4	...	9	...	1	10
Public Service Certificate Examination. Middle Class Anglo-Vernacular. Boys ...	48	64	17	129	1,124	960	130	576	2,790
Public Service Certificate Examination. Middle Class Anglo-Vernacular. Girls ...	...	1	...	1	...	2	...	...	2
Public Service Certificate Examination. Middle Class Vernacular. Boys ...	351	29	3	383	2,634	231	10	1,555	4,430
Public Service Certificate Examination. Middle Class Vernacular. Girls ...	...	2	...	2	...	9	...	1	10
Benares Sanskrit College Examination.									
1. Prathama Pariksha ...	2	2	1	5	53	6	4	...	63
2. Madhyama	2	1	1	4	83	5	8	...	96
3. Acharya	1	...	...	1	56	...	...	...	56
Lahore Oriental College Examination.									
B.A. Standard. 1. Honors Shastri Examination (Sanskrit). ...	...	1	...	1	...	2	...	...	2
B.A. Standard. 2. Maulvi Alim (Arabic) ...	...	1	...	1	...	4	...	...	4
B.A. Standard. 3. Visharad (Sanskrit) ...	...	3	...	3	...	3	...	1	4
F.A. Standard. 4. Munshi (Persian) ...	...	1	1	2	...	6	2	...	8
F.A. Standard. 5. Maulvi (Arabic) ...	...	1	...	1	...	10	...	...	10
F.A. Standard. 6. Pragya (Sanskrit) ...	...	4	...	4	...	14	...	...	14
Schools of Special Instruction.									
1. Training School Examination for Masters. Upper ...	9	1	...	10	154	...	...	218	372
1. Training School Examination for Masters. Lower ...					179	11	...	176	366
Agra Medical School Examination.									
Hospital Assistants	1	...	...	1	34	...	...	...	34
Patwáris' Examination.*									
1. Upper grade	20	...	...	20	1,407	...	...	...	1,407
2. Lower grade	33	...	...	33	2,745	...	...	375	3,120

*Note.—No returns of the result of the Patwáris' Examinations in the Agra district have reached this office up to date (5th September.)

TABLE VI.

Western Provinces and Oudh during the official year 1888-89.

Number passed.					Race or Creed of passed Scholars.				
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*
5	3	...	...	8	...	...	7	1	...
29	32	...	4	65	1	3	51	10	...
71	70	16	5	162	3	5	123	29	2
...	2	1	...	3	...	1	2	...	...
...	4	1	...	5	...	...	4	1	...
5	4	1	...	10	...	1	9	...	...
...	...	1	...	1	...	...	1	...	...
9	...	...	...	9	5	1	3	...	...
26	...	...	...	26	19	...	6	1	...
21	...	...	...	21	...	...	17	4	...
18	...	...	...	18	12	...	6	...	...
18	...	...	...	18	7	...	9	2	...
53	...	...	...	53	...	...	45	8	...
331	265	35	81	712	18	13	559	119	3
...	6	...	1	7	5	2	...	...	...
605	431	43	102	1,181	...	19	950	212	...
...	...	...	...	...	...	...	...	...	...
1,762	105	1	395	2,263	...	...	1,578	685	...
...	...	...	1	1	...	...	1	...	...
20	1	1	...	22	...	...	22	...	...
38	2	7	...	47	...	...	47	...	...
39	...	...	...	39	...	...	39	...	...
...	1	...	...	1	...	...	1	...	...
...	...	...	...	...	...	...	...	...	...
...	2	...	1	3	...	...	3	...	...
...	4	...	...	4	...	...	...	4	...
...	4	...	...	4	...	...	...	4	...
...	11	...	...	11	...	...	11	...	...
131	...	...	114	*245	...	...	203*	42	...
101	11	...	51	163	...	11	106	46	...
26	...	...	...	26	1	3	12	10	...
712	...	...	...	712	...	...	704	8	...
1,411	...	...	88	1,499	...	...	1,418	81	...

* Including 96 candidates passed in lower grade.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Object of expenditure.			Expenditure					
			In institutions maintained					
			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.
1			2	3	4	5	6	7
	Arts Colleges.						Rs.	Rs.
University Education.	English ...	... ...	1	30	24	20	...	2,867
	Oriental ...	... ...	...	...	...	...	...	...
		Total ...	1	30	24	20	...	2,867
	Secondary Schools.							
School Education, General.	For boys ...	English	36	7,142	7,139	6,031	...	1,45,912
		Vernacular	356	29,112	30,316	24,384	...	1,31,637
	For girls ...	English	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...
		Total ...	392	36,254	37,455	30,415	...	2,77,549
	Primary Schools.							
	For boys ...	... ...	4,077	136,241	137,795	106,513	...	5,13,481
	For girls ...	... ...	133	2,939	2,849	2,167	...	13,507
		Total ...	4,210	139,180	140,644	108,680	...	5,26,988
	Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters ...	... ...	9	307	327	306	...	39,837
	Ditto for Mistresses ...	... ...	2	4	4	4	...	48
	Industrial Schools ...	For Males	...	...	...	...	...	...
		For Females	...	...	...	...	...	...
	Patwáris' Schools ...	... ...	...	...	...	...	...	...
		Total ...	11	311	331	310	...	39,885
Inspection ...		... ...	...	...	...	...	...	...
Scholarships held in ...	Arts Colleges	... ...	...	...	...	...	246	...
	Professional Colleges	... ...	...	...	...	...	...	...
	Secondary Schools	... ...	...	...	...	...	4,481	27,228
	Primary Schools	... ...	...	...	...	...	...	46
	Special Schools other than Training Schools.		...	...	...	...	...	...
Buildings ...		... ...	...	...	...	...	...	1,14,300
Furniture and Apparatus (Special grants only)		... ...	...	...	...	...	...	7,426
Miscellaneous ...		... ...	...	...	...	...	...	4,269
		Total ...	...	...	...	...	4,727	1,53,269
		GRAND TOTAL ...	4,614	175,775	178,454	139,425	4,727	10,00,558

(a) Including Rs. 20,733 from Local Fund on account

* In institutions maintained

TABLE VII.

Instruction in the North-Western Provinces and Oudh for the official year 1888-89.

of Local Fund Boards on Public Instruction.								
by Local Fund Boards.					In Institutions maintained by—			Total Local Fund Expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	833	...	...	3,700	...	...	2,927	5,794
...	...	...	...	...	...	...	...	...
...	833	...	...	3,700	...	...	2,927	5,794
7,855	75,044	587	7,099	2,36,497	...	2,316	66,582	2,14,760
4,608	27,056	292	1,776	1,65,369	...	...	4,752	1,36,389
...	...	...	...	...	...	...	7,215	7,215
...	...	...	...	...	...	440	3,840	4,280
12,463	1,02,100	879	8,875	4,01,866	...	2,756	82,339	3,62,644
2,791	11,484	667	1,066	5,29,489	...	1,680	13,891	5,29,052
524	...	...	45	14,076	...	180	14,377	28,064
3,315	11,484	667	1,111	5,43,565	...	1,860	28,268	5,57,116
...	...	...	15	39,852	...	...	600	40,437
...	...	...	...	48	...	...	...	48
...	...	...	...	...	...	...	600	600
...	...	...	...	...	...	...	480	480
...	...	...	...	...	*312	...	...	312
...	...	...	15	39,900	312	...	1,680	41,877
...	...	...	...	...	...	...	...	2,26,560
456	...	...	352	1,054	...	...	56	56
...	...	...	...	...	...	...	...	...
3,373	...	...	1,834	36,916	...	281	1,417	28,926
99	...	...	...	145	...	...	...	46
...	...	...	...	...	...	...	...	...
77	13	125	...	1,14,515	...	53	4,737	1,19,090
...	150	277	...	7,853	...	...	510	7,936
150	717	...	...	5,136	...	...	305	(a) 25,307
4,155	880	402	2,186	1,65,619	...	334	7,025	4,07,921
19,933	1,15,297	1,948	12,187	11,54,650	312	4,950	1,22,239	13,75,352

of Book Depôt charges, Oudh, not shown in detail.
by other Departments.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Object of expenditure.	Expenditure of Municipal Boards — In Institutions maintained: Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1	17	18	19	20	21
					Rs.
Arts Colleges.					
UNIVERSITY EDUCATION. — English	...	...	...	...	...
UNIVERSITY EDUCATION. — Oriental	...	...	...	...	...
Total ...	...	...	...	...	...
Secondary Schools.					
SCHOOL EDUCATION, GENERAL. — For boys ... English	12	843	807	661	360
SCHOOL EDUCATION, GENERAL. — For boys ... Vernacular	5	687	662	526	...
SCHOOL EDUCATION, GENERAL. — For girls ... English	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For girls ... Vernacular	1	13	15	18	...
Total ...	18	1,543	1,484	1,200	360
Primary Schools.					
SCHOOL EDUCATION, GENERAL. — For boys	94	3,616	3,464	2,842	...
SCHOOL EDUCATION, GENERAL. — For girls	21	563	565	419	...
Total ...	115	4,179	4,029	3,261	...
Schools for Special Instruction.					
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Ditto for Mistresses...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Industrial Schools ... For Males	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Industrial Schools ... For Females	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Patwáris' Schools	...	...	...	...	...
Total ...	...	...	...	...	...
Inspection	...	...	...	...	...
Scholarships held in ... Arts Colleges	...	...	...	...	...
Scholarships held in ... Professional Colleges	...	...	...	...	...
Scholarships held in ... Secondary Schools	...	...	...	...	...
Scholarships held in ... Primary Schools	...	...	...	...	...
Scholarships held in ... Special Schools other than Training Schools.	...	...	...	...	...
Buildings	...	...	...	...	...
Furniture and Apparatus (Special grants only)	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total ...	...	...	...	...	...
GRAND TOTAL ...	133	5,722	5,513	4,461	360

* In institutions maintained

TABLE VII—(*concluded*).

Instruction in the North-Western Provinces and Oudh, for the official year 1888-89.

on Public Instruction.										
by Municipal Boards.						In Institutions maintained by—				
Municipal rates.	Local Fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
22	23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	8,193	8,193	13,987
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	8,193	8,193	13,987
10,578	2,316	2,441	624	3	16,322	...	7,855	23,253	41,686	2,56,446
3,021	...	712	...	...	3,733	...	4,608	696	8,325	1,44,714
...	...	...	...	...	...	...	...	175	175	7,390
608	440	...	...	...	1,048	...	...	...	608	4,888
14,207	2,756	3,153	624	3	21,103	...	12,463	24,124	50,794	4,13,438
18,107	1,680	2,365	405	...	22,557	...	2,791	2,257	23,155	5,52,207
3,704	180	...	...	...	3,884	...	524	1,600	5,828	33,892
21,811	1,860	2,365	405	...	26,441	...	3,315	3,857	28,983	5,86,099
...	...	...	...	...	...	...	...	...	...	40,437
...	...	...	...	...	...	...	...	...	...	48
...	...	...	...	...	...	...	...	...	...	600
...	...	...	...	...	...	...	...	...	...	480
...	...	...	...	...	...	...	...	...	...	312
...	...	...	...	...	...	...	...	...	...	41,877
...	...	...	...	...	...	...	...	...	...	2,26,560
...	...	...	...	...	...	...	456	356	812	868
...	...	...	...	...	...	*308	...	...	308	308
145	281	...	...	105	531	...	3,373	528	4,046	32,972
36	...	...	...	...	36	...	99	...	135	181
...	...	...	...	...	...	*3,141	...	...	3,141	3,141
3,920	53	93	...	...	4,066	...	77	269	4,266	1,23,356
65	...	168	...	...	233	...	...	399	464	8,400
50	...	263	...	...	313	...	150	282	482	25,789
4,216	334	524	...	105	5,179	3,449	4,155	1,834	13,654	4,21,575
40,234	4,950	6,042	1,029	108	52,723	3,449	19,933	38,008	1,01,624	14,76,976

by other departments.

ORDERS OF GOVERNMENT.

No. $\frac{2410E.}{III-48}$ OF 1889.

FROM

THE SECRETARY TO GOVERNMENT,

N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 13TH DECEMBER, 1889.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the receipt of the report on the administration of the Department of Public Instruction for the year 1888-89. In the review for the previous year you were desired to let the Press have it in future by the first week in September, and it was suggested that its length might be reduced with advantage. The Lieutenant-Governor observes with regret that you have been unable to comply with these instructions. Your present Report is dated September 23rd, and did not reach Government till November 1st. It is not shorter than that of the previous year, and the appendices are much more voluminous. Your attention is again called to the closing sentence of paragraph 1 of last year's review.

2. The total expense on education of all kinds during the year is given as Rs. 30,01,361; but this total includes large items, which are either irrelevant to the general purpose of your report, or are so defective as to be practically valueless. In the first class are the charges on account of institutions which, like the Roorkee College, the Agra Medical School, and the patwári schools, have no direct connexion with, and are not controlled by your Department: in the second are the figures given in columns 6*(a)* to 6*(c)* of general table IV as the expenses of private education unaided by the State. The preliminary sections of your report would have gained much in clearness if you had stated the exact sums which should be eliminated on account of each of these items separately; but it may be gathered from the general table printed in the appendices that the whole expense during the year on institutions which are in any way under your control was Rs. 27,39,514; and that this was distributed, according to the sources from which it was derived and the objects to which it was devoted, in the proportions shown in the following table :—

		Public funds.	Municipal funds.	Fees.	Endowments, subscriptions, and other works.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.
Direct.	University	1,32,910	8,193	23,723	55,806	2,20,632
	Secondary	4,74,651	50,794	3,00,424	2,12,675	10,38,544
	Primary	5,73,204	28,492	24,370	65,284	6,91,350
	Special	41,365	*Nil.*	557	2,046	43,968
Indirect		5,32,709	10,205	25,856	1,76,250	7,45,020
	Total ...	17,54,839	97,684	3,74,930	5,12,061	27,39,514

3. Omitting therefore the institutions in classes 4 and 6 of the general table, the whole cost to the State on account of the remainder was Rs. 17,54,839, or 64 per cent. of the total expenditure. In 1884-85 the total expenditure on similar institutions was Rs. 25,52,580, of which the State contributed Rs. 18,12,457, or 71 per cent. There has therefore been during the interval an economy to the public funds of Rs. 57,618, and an increase in the income derived from other sources, such as subscriptions, fees, endowments, and contributions by municipalities of nearly 33 per cent.; that is to say from Rs. 7,40,123 to Rs. 9,84,675. If direct expenditure only be taken (you do not distribute the indirect expenditure), the proportion contributed by the State during the year under report has been to the whole cost 61 per cent., to College education 60 per cent., to secondary 46 per cent., to primary 83 per cent., and to special 94 per cent. You explain in a demi-official letter that a sum of Rs. 24,877, which was realised in fees from the Normal and Middle examinations, has been included in column 7*(a)* of the general table under the side heading of "Miscellaneous," and your total income from fees was thus Rs. 3,99,807. This is more than 14 per cent. of the whole expenses of your Department, and represents a rise of Rs. 1,41,853, or 60 per cent. on the fee income, corrected in the same way, for 1885.

4. Perhaps the most important feature in the history of the past five years is a marked development of the demand for University education. Not only has the number of pupils in the College classes risen from 1,011 to 1,426, or by nearly 40 per cent., but nearly the whole increase is contributed by students who are independent of Government support. This class has almost exactly doubled within the last four years, having been 229 in 1886, as compared with 456 in the year to which your report refers. One satisfactory result is a great reduction in the average annual cost of each student. In 1885 this amounted at the Muir College (for which only you could procure the requisite information) to Rs. 545. In the year under report, at the same College, it was Rs. 312, and in the whole University only Rs. 299. The income from fees has nearly doubled, having risen from Rs. 13,565 to Rs. 23,723; while, notwithstanding the very large increase in the number of students, the cost to the State has been slightly reduced; having been Rs. 1,33,111 in the first year, and Rs. 1,32,910 in the last. In 1885 there were three candidates for the M. A. degree, but no passes, and 53 for the B. A. degree, of whom 37 were successful; in 1889 61 out of 98 candidates took the B. A. degree, and 8 out of 16 the M. A. The number of students from the Colleges of these Provinces who graduated in each of the last seven years has been—

1883	28
1884	33
1885	37
1886	50
1887	66
1888	40
1889	61

which gives an average of 49 students each year. The superior popularity of the A or literary when compared with the B or scientific course is remarkable. In the last year 81 students presented themselves for the first, and only 17 for the latter.

5. In secondary education there has been an equally marked development in the income derived from private or quási-private sources, without however any corresponding increase in the number of students. The receipts from fees have increased from Rs. 1,88, 880 to Rs. 3,00,424, and from municipal funds from Rs. 34,187 to Rs. 50,794. The expenditure from public funds has at the same time decreased from Rs. 4,92,589 to Rs. 4,74,651. On the other hand the number of students has fallen off, being now only 54,339, as compared with 57,174 in 1885. The principal decrease occurred in the year under report, the numbers in 1887-88 having been 58,445, and is in part explained by the abolition of the secondary classes in the middle vernacular village schools, for which adequate reasons are given in your 59th paragraph, and in part by the recent introduction of an enhanced scale of fees; a measure which was required in order to transfer to candidates for this class of education their proper share of its expense. The principal falling off has been in the vernacular middle schools; but it would appear from a comparison of your reports for 1885 and 1889 respectively, that there had likewise been a diminution in the number of scholars at the state english high and middle schools, which may be ascribed in the main to the latter of the above causes, though it is also largely due to an elimination of the scholars in the lower grades. In the middle examination the zila schools show an increase from 793 scholars and 427 passes to 1,053 candidates with 561 passes; and at the entrance stage from 366 scholars with 86 passes to 463 scholars with 331 passes. The total number of boarders at secondary English schools is slightly less: there is not indeed accommodation for more: but the income from boarding-house fees has risen within the last four years from Rs. 513 to Rs. 4,282, and the number of boarders receiving assistance from the State reduced from 264 to 211.

6. It is in primary education only that the expense to the State has increased, though to no great extent; while the contributions from municipal funds and fees, which may be accepted as one of the best criterions of an effective demand, have remained nearly stationary. This subject is one of great importance, and its consideration must be postponed for a later portion of this review.

7. The Allahabad University held their first examination in March, 1889. No arrangements had been made for the degree of Master of Arts, and at the lower stages all the candidates from the Agra College, except three at the intermediate examination, continued to attend the Calcutta examinations. With this exception, which you do not explain, practically all the candidates from these Provinces, as well as students from Rájputána, the Central Provinces, Central India, and the Panjáb, were examined by the new University. The proportion of successful candidates for the B. A. degree was very high, having been 69 per cent.

as compared with general percentages at the Calcutta University of 35 during the present year, and 51 in the year before. On the other hand honors were very sparingly awarded, only one candidate having been so distinguished, and the Lieutenant-Governor is satisfied that the importance of maintaining the value of the University distinctions by necessary strictness in the tests demanded from candidates has been prominently kept in view. In the First Arts (or, as it is now called, the Intermediate examination) 48 per cent. of the candidates at the Allahabad University passed, the proportion for all the candidates at Calcutta having been as low as 29 per cent.; and a similar difference is noticeable in the result of the Entrance examinations at the two Universities. That the proportions in the Calcutta examination of successful candidates from the Agra College should have been as high as 50 per cent. in the B. A. and 49 per cent. in the F. A. examinations is *primâ facie* evidence of a very high standard of education at that institution.

8. You quote, without comment, an opinion expressed by the Principal of the Muir College that all students who wish to present themselves for examination should be allowed to do so, independently of any views as to their prospects of success which may be entertained by the College authorities. In this opinion the Lieutenant-Governor entirely concurs, and he learns with satisfaction that the Syndicate have ruled that Principals of Colleges have not the option of withholding from candidates who have satisfied the conditions laid down by the University permission to present themselves. The proportion of successful to unsuccessful candidates sent up from the various Colleges is the easiest and most widely-accepted criterion of the relative merits of the instruction they impart, and it is not desirable that this test should be vitiated by the observance at different institutions of divergent rules of practice. Mr. Gough reports that it had come to his notice as Registrar of the University, that at some Colleges preliminary test examinations had been held, and that by one means or another unpromising students had been held back. He admits having adopted, but without effect, a closely similar procedure in respect to candidates from the Muir College. Mr. Nesfield's remarks in reference to the zila schools in Oudh show that little dependence can be placed on the results of test examinations. The alternative practice of weeding out junior classes is open to still graver objections. It refuses the benefits of education to many minds which, though slower and later in development, may have, in many instances, more solid and useful qualities than are usually found in combination with precocious cleverness. The Lieutenant-Governor relies on you to discourage by every means in your power these and similar devices to the same end; and I am to request that you will bring any institution where they are found to exist under the observation of Government in your annual reports.

9. The total expense of each pupil at aided Colleges is not higher than at Colleges supported by the State: if Aligarh is omitted it is appreciably lower: while the cost to the public funds is less than

a third. The results at the B. A. and F. A. examinations are compared in the following table :—

	Government.			Aided.		
	Candidates.	Passes.	Percentage.	Candidates.	Passes.	Percentage.
B. A.	39	29	74	59	32	55
F. A.	124	62	50	148	70	47

If special causes, such, for instance, as the large number of pupils which went up from Agra to the Calcutta examination, are excluded, these figures give no reason to suspect that the quality of instruction at the aided has not attained as high a standard as at the Government Colleges. This Government has more than once expressed its opinion of the high value of Colleges maintained in various parts of the Provinces mainly from private funds ; and the Lieutenant-Governor regards it as a matter of the first importance that their continued development in the numbers of their pupils and the quality of their instruction, should not be in any way checked by preventible causes. He observes with satisfaction the improvement which has taken place in the results obtained by the Anglo-Muhammadan College of Aligarh at the University examinations. The success of the Queen's College, Benares, is remarkable : and the complete separation of the ordinary classes from the Sanskrit section, which was effected during the year, appears to have been to the advantage of both. In the law classes the Canning College takes the lead, not only in the number of its students, but in a still more marked degree in the results as tested by the University examinations, to which it sent up more successful pupils than all the other Colleges combined. The number of students attending these classes is increasing rapidly. The return from Agra for 1889 had not been received; but in the Muir, Canning, and Queen's Colleges it has risen from 117 in 1887 to 194. His Honor is confident that the section of the Senate which is entrusted with the regulation of this course appreciates the preponderant value of a knowledge of general legal principle, and gives it due weight in allotting marks to the several papers. In your notice of oriental Colleges you omit to explain what is meant by Mr. M. White's remark that 12 is a small number to represent the outcome of a year's teaching.

10. Partly from the growing interest taken in secondary education, of which some indications have been already mentioned, and still more, it may be conjectured, from the greater strictness with which these examinations are now exacted from candidates for public employment, the attendance at the anglo-vernacular and vernacular middle class examinations has enormously increased. In 1884 the candidates who went up for the first were 1,026, and for the second 1,708. The numbers for last year were 2,792 and 4,440 respectively, and the total at both has therefore risen from 2,734 to 7,232, or by more than 160 per cent. You give as usual interesting tables showing the caste of the

successful candidates. The first place at both is still taken, among the Hindus, by Brahmans, Kaiths, and Banias. The following table shows at a glance the comparative success of each, and of Muhammadans :—

	Anglo-vernacular.		*Vernacular.*	
	Actual numbers.	Proportion to total successful candidates.	Actual numbers.	Proportion to total successful candidates.
Brahmans	300	25	440	19·5
Banias	142	12·6	194	8·6
Kaiths	333	28	595	26
Muhammadans	212	18	685	30

The backward position taken by the Muhammadans in the first as compared with the second of these examinations, to which they contribute a larger number of successful candidates than any other single class, is to be regretted. On the other hand it is satisfactory that the number of successful candidates from the Rájputs at both examinations has nearly doubled since last year; having risen from 130 to 234. The fact that no less than 55 per cent. of the successful candidates were the sons of men in Government or other service, gives an interesting illustration of the object for which education is usually sought. The expenditure on these examinations has again been more than covered by the receipts from fees, which yield a small, but constant and increasing, annual income. I am to acknowledge the valuable services which Dr. Thibaut and Mr. Wright have rendered in conducting the anglo-vernacular and the vernacular examinations respectively.

11. In connexion with secondary education the most pressing needs are the extension of existing accommodation both for class-rooms and for boarding-houses, and the improvement in the sanitary condition and the arrangements for supervision of the latter especially. As was remarked in the review of your report for last year, the defects in both respects of the existing boarding-houses, great though they not infrequently are, do not prevent their being crowded, in many instances, with a larger number of students than they can hold with due regard to convenience or to health. The numbers have nevertheless increased this year from 964 to 1,010; and the Lieutenant-Governor observes, with regret, that you pass over the subject with little or no comment. It is the declared policy of Government that, before State assistance can be extended in the direction of secondary education, the local demand and interest should be clearly evinced, not only by the number of candidates, but by substantial contributions towards the expense, and in the matter of the erection of new buildings the principle generally accepted is that at least half the cost should be provided from local sources. A draft of rules for the regulation of boarding-houses attached to both zila and tahsíli secondary schools has recently been prepared by you, and is under the consideration of Government; and it is a question which

you should keep prominently before the District Boards under whose management and superintendence these buildings are. The number of boarders at tahsili schools has increased, and in Rohilkhand new tahsili boarding-houses have been opened. Mr. Dodd, Inspector of the 3rd Circle, mentions (page 30) that the several District Boards have been repeatedly addressed on the subject of wants or shortcomings in respect of accommodation and sanitation. The Lieutenant-Governor the more regrets that, notwithstanding the instructions conveyed in paragraph 8 of the review of your report for last year, you have in your present report no account of the measures which have been taken to ensure that the boys who attend them are kept under some sort of discipline and control. You are requested to report on this matter separately and at once, indicating the several schools where arrangements are most defective, and the measures which are contemplated to remedy them. You should also especially bring to the notice of Government those districts in which, as noted in paragraph 60 of your report, the insufficiency of school-room is most severely felt.

12. The success which has attended your measures for the introduction of physical education, and the eagerness with which out-door games and athletics have been taken up by the boys, are satisfactory. As a supplement to the intellectual training which has hitherto occupied the exclusive attention of your Department, it is open to none of the objections which may be brought against other forms of non-intellectual instruction. The Lieutenant-Governor notes with pleasure the interest taken by Mr. Walsh and others of the Muir Mills in the physical training of the boys of the Cawnpore School.

13. The aided schools for natives, which in secondary English education bear the same relation to the State schools as the aided Colleges to State Colleges in University education, are altogether 70 in number, 37 being under missionary societies, 30 under other management, and three attached to the aided Colleges at Lucknow, Agra, and Aligarh. The number of their pupils is already nearly twice as great as that of the State schools and shows a slow, but fairly constant, upward tendency. As was found to be the case with aided Colleges the total annual cost of each pupil is lower than it is at the public institutions, and the cost to the State much less than a half. The instruction as tested by the results at public examinations would appear to be nearly the same in quality, at any rate as far as the higher classes are concerned, though the greater proportion of failures at the middle examinations indicates defective attention in the lower stages. It is your opinion that the majority of the aided middle schools aim at the middle standard without possessing an adequate staff, and are only fit to teach up to the upper primary standard. In relation to the future extension of secondary education among natives, the wide range of their influence and their low cost to the public funds give these institutions a special claim to the consideration of Government.

14. At the vernacular middle schools, notwithstanding the reduction in the number of their pupils which has been alluded to in a

previous paragraph, a distinct improvement in the quality of instruction is shown by the largely increased number of successful candidates which they sent up to the middle examination. The highest percentages this year are given by Oudh, Benares, and Jhánsi, and the steady improvement in the first two divisions is, as you say, highly creditable to the Inspectors, Mr. Nesfield and Pandit Lakshmi Shankar Misr. The total number of passes from this class of school has risen from 826 in 1885 to 1,762.

15. The section of your report which deals with primary schools occupies no less than 25 pages; but it is composed almost entirely of quotations from the reports of your subordinates and District Officers, many of which, though perhaps of value from a departmental point of view, are destitute of general interest; and a succinct and clear account from yourself comparing the progress of this class of education in each division would have been of greater service to Government, and should have been furnished. In judging of the standard of success which has been attained, the most important test is given by the number of pupils who have passed into the upper primary section, as it is at this stage that the education begins to be of practical value in after life. The following table showing the total number of primary pupils in each division; the numbers in the upper primary classes, and the falling off on the figures of the preceding year is taken from appendix XIII to this year's and appendix XIV to last year's report:—

Division.	Number on rolls.	10,000 population.	Number in upper primary.	Percentage of column 4 to column 2.	*Falling off in total numbers since last year.*	
					Absolute.	Percentage.
Meerut	16,960	33	3,303	19·5	1,197	6·6
Agra	16,380	34	2,535	15·4	1,147	6·5
Rohilkhand ...	16,824	33	3,059	18·2	1,214	6·75
Allahabad ...	19,716	34	4,072	21·	1,793	8·35
Benares	24,006	24	4,218	17·5	6,127	21·
Jhánsi	3,555	35	522	14·2	(None.)	...
Kumaun	7,737	75	678	8·75	321	4·
Oudh	33,944	30	7,992	23·5	4,938	12·7
Total ...	139,122	30	26,379	19·	16,729	10·7

16. The differences disclosed by this table are not such as can be adequately explained by any general causes applicable to both Provinces, or by differences between the educational history and present condition of the North-Western Provinces and Oudh respectively. In the three Western Divisions the falling off in the number of pupils is less, and the proportion borne by the remainder to the total population is greater than it is elsewhere. The falling off in Oudh has been twice, and in Benares three times as great, while in Benares the proportionate number of boys frequenting the schools is 30 per cent. lower than it is in the Western Divisions and 25 per cent. lower than it is in Oudh. If again the quality of the teaching as evinced by the number of boys in the upper primary section is considered, Benares is appreciably below the average, while the first place is taken by Oudh.

17. For the proper appreciation of figures like this the data given by a comparison of two consecutive years only are obviously insufficient. A comparison of the year under report with 1885 is made in the following table :—

Division.	Number on rolls, 1885.	Reduction in 1889.	Percentage by reduction.	Number in upper primary section, 1885.	Difference in 1889.	Percentage of difference.
Meerut ...	21,402	4,442	21	3,057	+ 246	+ 8
Agra ...	21,238	4,858	23	4,572	— 2,037	— 45
Rohilkhand ...	18,270	1,446	8	2,379	+ 680	+ 28
Allahabad ...	23,148	3,432	14½	4,368	— 296	— 7
Benares ...	31,747	7,741	25	4,763	— 545	— 11½
Jhánsi ...	4,025	470	12	474	+ 48	+ 10
Kumaun ...	8,912	1,175	13	842	— 164	— 20
Oudh ...	45,800	11,856	25	9,838	— 1,846	— 19
Total ...	174,552	35,420	20	30,293	— 3,914	— 13

The percentage of pupils in the upper primary section in 1885 was 17·4, and in 1889, 19; though, therefore, there was an absolute loss over the whole provinces of 13 per cent., there was a very slight rise, not amounting to 2 per cent. in the relative proportion borne by them to the total number of boys in the higher section. The differences in this respect between divisions are enormous, ranging between a gain of 28 per cent. and a loss of 45 per cent. If again the total numbers are taken, it will be found that the rate of decrease has varied very greatly; having been about 15 per cent. in the first four years of the period in Agra and Meerut, as compared with little over 1 per cent. during the same years in Rohilkhand, and 4 per cent. in Benares.

18. You ascribe the variations which have been above examined mainly to certain measures which you have adopted in order to place this form of education on a more satisfactory footing. In your early reports you regretted that, as there was no general standard for examinations at primary schools, the returns of the number of boys in each class could not be trusted. This has been remedied by a rule that no scholar can be promoted from the lower to the upper primary section until he has passed an examination held by the Deputy Inspector. Fewer boys have been promoted, the lower classes have been blocked, and there is a decrease in numbers throughout. Another defect which you found on taking over charge was that the returns of attendance were subject to no control, and were not to be relied on. The recent re-organisation of your Department, by strengthening the staff of Assistant Inspectors, has for the first time brought this class of school under effective supervision, and you believe that nominal or fictitious entries are now unknown. A low scale of fees, not exceeding half an anna per mensem in the lower and an anna in the higher section, has been very widely, but not universally, introduced by the Local Boards. Finally, in order to provide money which was urgently wanted for the maintenance of the more efficient schools, a considerable number of schools, where the attendance, or teaching, or both, were inferior, have been closed. Not one of these reforms was undesirable in itself,

and it might have been foreseen that each separately and all combined would have a pronounced effect in reducing the total attendance; but it would have been reasonable to expect that the effect would have been felt chiefly in the lower classes. It appears indeed to be your opinion that this has been the case, but the figures above quoted show that the general loss has been distributed with surprising evenness over both sections. Still less do these causes account for the enormous differences in the course of development in the different divisions. They offer no explanation, for instance, of the fact that in Agra, where the loss in the total number of pupils has been little above the general average for the Provinces, the falling off in the upper classes only has been more than twice as severe as it has been in any other division.

19. The subject of primary education is one in which, as you are aware, the Government takes a peculiar interest. Its cost to the State is nearly as great as that of both the higher grades of instruction combined, and its range is considerably wider. Its marked contraction during the past five years, though perhaps attributable to temporary causes, which may eventually contribute to a still wider and sounder expansion in the future, cannot be viewed without some degree of apprehension, and you should in the ensuing year devote especial attention to the subject, giving a clear account of the results of your inquiries in your next annual report. It is observed that Mr. Nesfield is inclined to attribute a large portion of the falling off to a diminished demand, and this is a point which deserves careful investigation. The same officer is of the opinion (page 45) that the reduction in the number on the rolls is not really a reduction in the number of learners, but is due principally to the elimination of boys who were idle and irregular in their attendance. It is hoped, though there is some difficulty in reconciling it with the decrease of 13 per cent. in the number of boys in the upper primary section, that this explanation may prove the correct one. His Honor has noted with satisfaction Mr. Finlay's remarks on the intelligent and useful interest which the Boards of the Agra district now take in this class of schools. The number of schools inspected at his centre examinations by the Inspector of the Allahabad Division was much below the average, and seems to indicate an insufficient attention to this branch of his duties.

20. The numbers of girls attending all kinds of schools on the 31st of March in 1885 and 1889, respectively, are compared in the following table :—

	Europeans and native Christians.		*Hindus.*		*Muhammadans.*	
	Primary.	Secondary.	Primary.	Secondary.	Primary.	Secondary.
1885 ...	1,270	1,317	4,914	34	2,969	(None.)
1889 ...	916	1,744	5,590	13	3,088	15

The difficulties with which these schools have to contend, especially in the matter of procuring efficient teachers, are well known, but the number of pupils does not decrease, and there has been an appreciable rise in the attendance of Hindu girls. The aided schools, most of which are maintained by missionary societies, show an increase since 1886 of more than 1,300, whereas an opposite tendency is noticeable in the case of public schools under the management of District Boards.

21. Some explanation is required of the great falling off (from 938 in 1887 to 571) in the number of candidates from the normal schools.

22. This year you again for the first time since 1886 give the statistics for European schools. The new code was introduced in 1885, and this is the first opportunity which Government has had of testing its working by a comparison of the results of succeeding years. The grant, before the introduction of the code, amounted (excluding the special payments made for pauper children) to Rs. 73,356, of which Rs. 46,080 was for boys' schools, and Rs. 27,276 for girls. It fell in 1886 to Rs. 64,723 and has since risen to Rs. 73,968, of which Rs. 42,312 is for boys and Rs. 31,656 for girls. A further increase in the near future is not improbable. The same number of boys' schools (twenty-seven) remains on the list, but the number of girls' schools in receipt of aid has risen from 11 to 13 by the inclusion of the Convent School at Naini Tal and the St. John's School for girls at Meerut. The number of boys attending these institutions has risen from 1,029 to 1,112 (excluding infants) and of girls from 575 to 790, the incidence of cost per head having been reduced during the same time from Rs. 32·7 to Rs. 31·5 for boys, and from Rs. 38·2 to Rs. 34·4 for girls. The quality of the instruction appears to have been fairly well maintained, and the percentages of candidates, whether girls or boys, who passed the Inspector's examination either in elementary or in class subjects have remained practically unaltered. The framers of the code which regulates the distribution of the grant-in-aid recommended that it should be introduced experimentally for a period of five years only. That period is now nearly completed, and in your next annual report you should carefully examine its effect both from an educational and from a financial point of view. It is probable that the falling off in the number of boys at the Allahabad High School may be accounted for by the simultaneous increase in the numbers at the schools in Mussoorie and Naini Tal. His Honor desires an early settlement of the question of the inspection of this class of school.

23. Your administration of the Department for the last four years has been attended with a distinct advance in everything connected with the higher branches of education; the general standard has been raised; the number of successful candidates at the examinations has largely increased; and an appreciable share of the cost of instruction has, at the same time, been transferred from the State to the persons who more directly benefit by it. Improved system and order have been introduced in every section; and, though the condition of the

elementary village schools more especially now calls for your careful attention, there is no reason to anticipate that they will not eventually derive an equal advantage from reforms, which were unquestionably necessary, and which require time for their development. The officers of your department have seconded your efforts with zeal and ability, and the Lieutenant-Governor has noticed with great satisfaction the names of the gentlemen, marginally noted, whom you have mentioned as having afforded valuable assistance to your Department.

1.	Shaikh Tasadduk Rasul of Jahangirabad.	Bara Banki.
2.	Chaudhri Darshan Singh,	Etawah.
3.	Rao Baldeo Bakhsh	
4.	Tewari Kali Shankar	
5.	Chaube Bansidhar	
6.	Lála Durga Parshad	
7.	Hakím Niaz Ali Khan	Moradabad.
8.	Sahu Shyam Sundar	
9.	Sahu Ram Ratan	
10.	Thákur Narayan Singh	Sháhjahánpur.
11.	Shaikh Rafat Ali	

I have the honor to be,

SIR,

Your most obedient servant,

W. C. BENETT,

Secy. to Govt., N.-W. P. and Oudh.